

**ILLINOIS MATHEMATICS AND SCIENCE  
ACADEMY**

**WORLD LANGUAGES CURRICULUM**

**INTRODUCTORY LEVEL II**

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 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 foreign 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 foreign language study, with a minimum completion of a Level II course.

The entire World Languages Team has intentionally designed the scope and sequence of the study of foreign languages 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. Ideally, in order to understand fully the learning of world languages at IMSA, a person would want to observe and even participate in the classroom experience. Barring that possibility, there are several documents which have been generated for the purpose of presenting 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 Language study at IMSA. Portions of 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 guides are divided into the following sections: Introduction; Learning Experience Designs, including Learning Experience Outcomes, and Component Objectives, cross-referenced with Standards of Significant Learning (SSLs); Learning Experiences, including Unit Activities; Assessment Plan; and Sample Performance Assessment Tasks, with accompanying rubrics where applicable, and articulation of the specific IMSA World Languages Learning Standards that are specifically assessed through the performance task.

Finally, within each language, instructors have developed specific units of study which are aligned with the team curricula guides. These documents represent most closely the day-to-day activities in any given course.

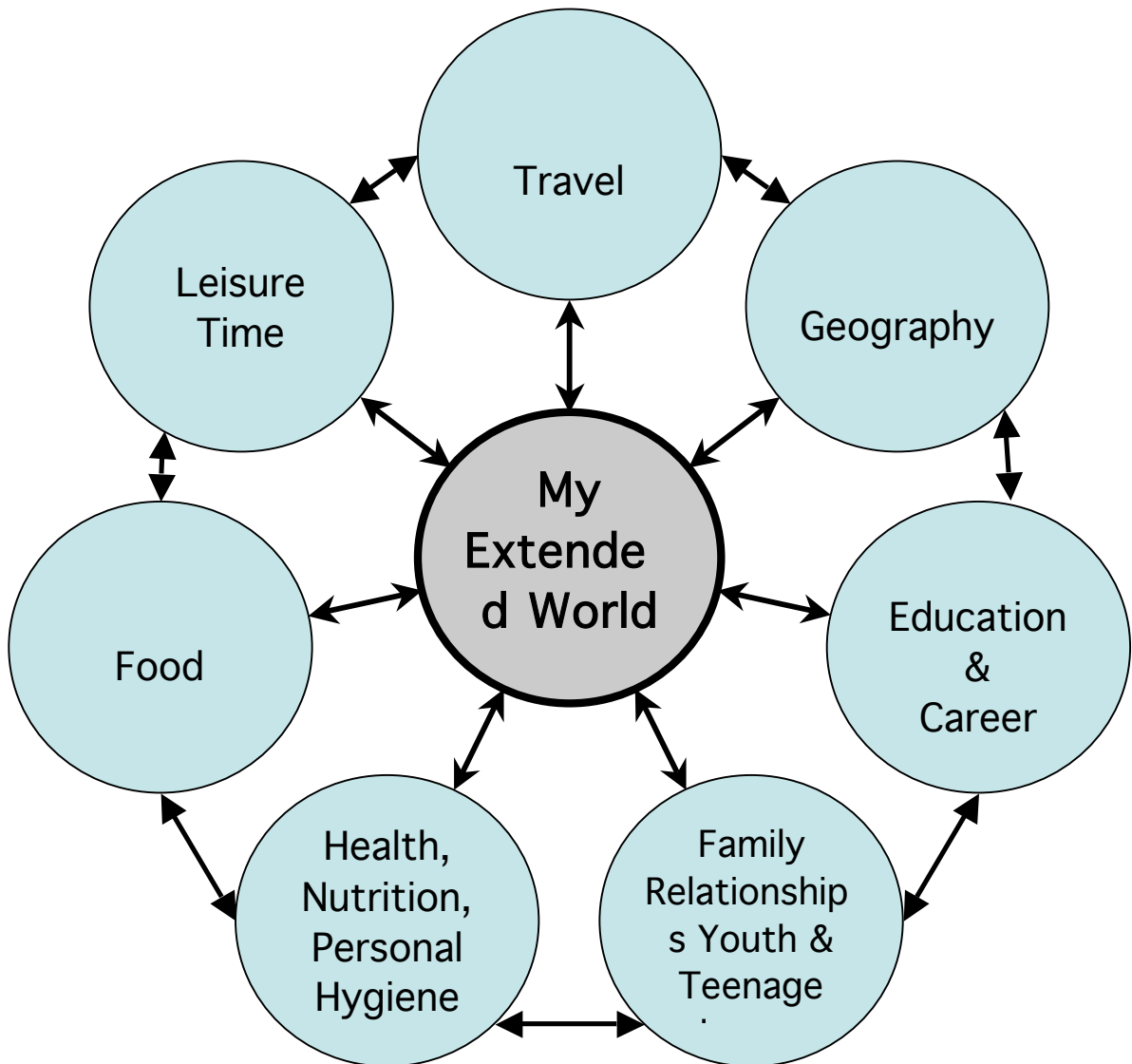
## INTRODUCTION

The Introductory Level I and II of the IMSA World Languages curricula is 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.

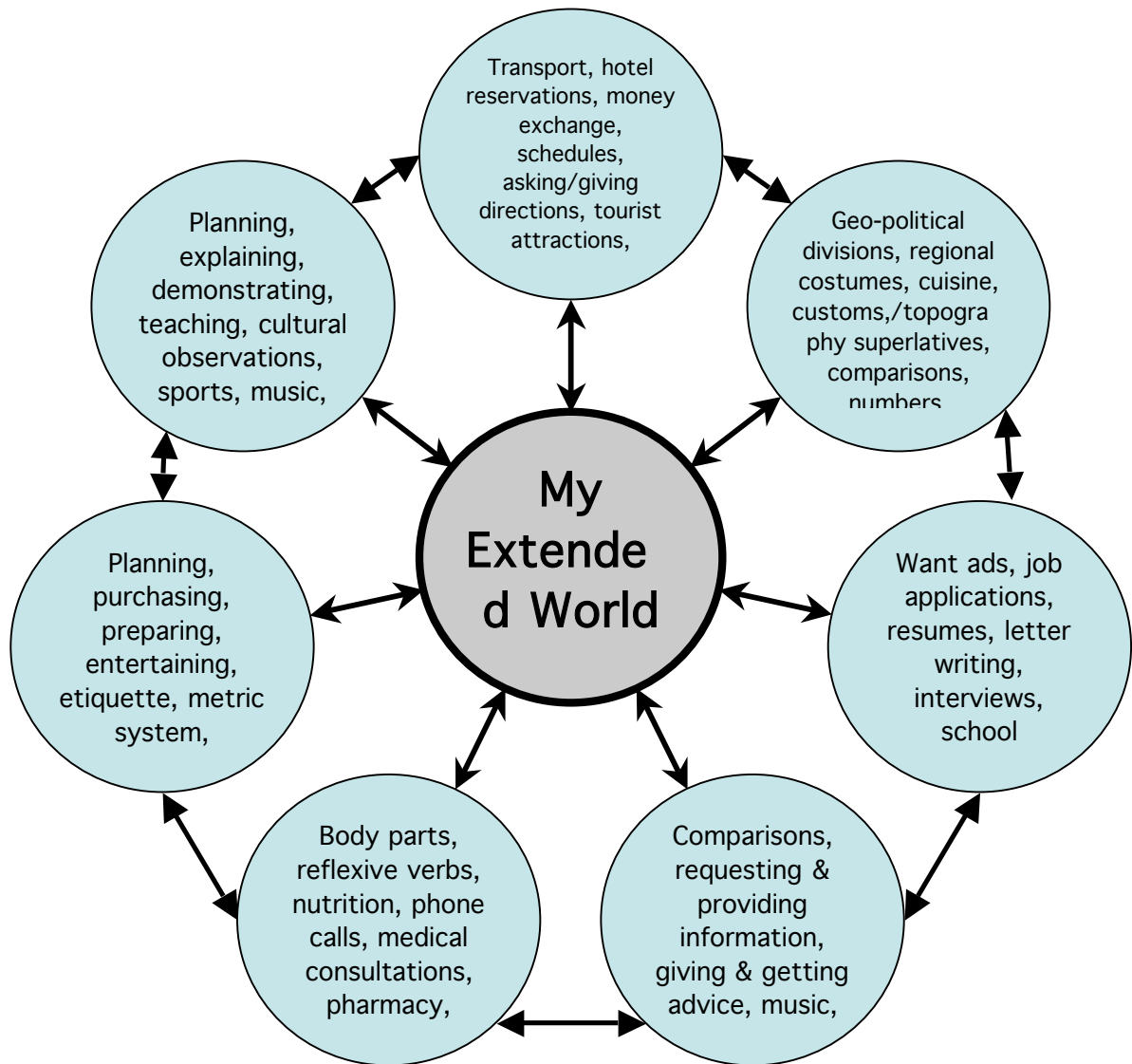
# Curriculum Outline Based on Topics

## Level II



# Learning Experience Components

## Level II



## Introductory Level II World Languages

### Learning Experience Design IX - Food

#### Learning Experience Outcome:

Students will acquire and use language necessary to communicate orally and in writing about food-related topics (e.g. shopping for food, preparing food, and eating at public eating establishments). Students will also demonstrate the cultural understanding necessary to function in the target culture in the context of this LED.

#### Component Objectives and SSLs (Standards of Significant Learning)

##### Students will be able to:

- shop for food in a variety of stores, shops and markets, using appropriate language for requesting items, getting additional information about purchases, and paying for purchases, as well as understanding the responses of the sales personnel. (SSL: I.A-B, II.A, III.B)
- scan and read authentic texts such as ads and product labels pertaining to food. (SSL: I.A, I.C)
- use the system of sizes, weights and measures appropriate to the culture and language when making food purchases. (SSL: I.A, II.A, III.B)
- make a shopping list using computer technology when appropriate. (SSL: I.A, II.A)
- use the currency of the target country. (SSL: I.A, III.B)
- understand the cultural nuances of shopping in the target culture. (SSL: I.C, II.A, IV.D, V.A)
- control the grammatical and syntactical structures appropriate to this LED. (SSL: I.A, IV.B)
- understand native speakers speaking in the context of this unit. (SSL: I.A, I.D, IV.A)
- understand TV and radio advertisements for foods. (SSL: I.A, I.D, IV.A)

- read recipes for culturally authentic meals, and utilize a recipe to prepare a dish. (SSL: III.B, IV.C, V.A)
- plan a meal or feast, including menu selection, food purchase, seating arrangements, and hospitality. (SSL: IV.A, IV.C, IV.D, V.A, V.B)
- understand and appreciate the role food preparation and eating play in the target cultures. (SSL: I.C, II.A, IV.D)
- use the target language in order to eat in a public eating establishment in the target culture(s). This component includes language functions such as requesting, asking for clarification, registering complaints, making reservations, etc. (SSL: I.A, II.B, IV.B)
- read menus, restaurant ads, restaurant guides and other authentic material relevant to this LED. The technology of the Internet can be utilized to access authentic materials. (SSL: I.C, IV.A)
- write an authentic menu, using computer technology when possible. (SSL: I.C, I.D, IV.D, V.A)
- understand and apply cultural mores of eating in the target culture, including meal times, tipping, excusing oneself, and etiquette. (SSL: II.A, III.B, IV.D, V.A)
- initiate and maintain a dinner conversation focusing on the eating experience they are having. The conversation should include small-talk as well as discussion of food experiences. (SSL: I.A-I.B, IV.A-B)
- write a letter of complaint or praise commenting on an experience at a restaurant. They should also be able to write a friend recommending or warning about a particular restaurant. (SSL: IV.A, IV.B)

## Introductory Level II World Languages

### Learning Experience IX - Food

#### Unit Activities:

Students will receive L2 input for greetings and introductions. Input will be provided by modeling and audio-visual sources.

\* Students will 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.

\* Provide students, on a voluntary basis, with names appropriate to the L2.

\* Engage students in partner activities and small group work, which provide the students the opportunity to practice greetings, introductions and basic courtesies in the L2. Expected L2 output should be modeled on L2 input provided.

\* Students will 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. Flashcards, alphabet songs and other appropriate instructional elements, which encourage pair work will be utilized.

\* Students will be provided 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 will be provided with L2 input on the formulation of questions, which will act as models for the student's own oral and written questions. Pair work and instructional element such as "Find someone who..." will be utilized to practice structures.

## **Introductory Level II World Languages**

### **Learning Experience Design X - Health/Personal Hygiene**

#### **Learning Experience Outcome:**

Students will acquire and use language necessary to communicate orally and in writing about personal health and hygiene. Students will also demonstrate the cultural understanding necessary to function in the target culture(s) in the context of this LED.

#### **Component Objectives and SSLs (Standards of Significant Learning)**

##### **Students will be able to:**

- use the appropriate grammatical (reflexive verbs, past tense, etc.) and lexical items (verbs of personal hygiene, body parts, etc.) when speaking and writing about health, fitness and hygiene issues. Students should be able to describe symptoms and react to a medical professional's questions. (SSL: I.A, D, II.B, IV.A-B, V.B)
- read and understand authentic texts which relate to personal health, fitness, stress control and hygiene. Texts could include ads for medical products, packaged instructions for proper use of a medical product, diet charts and descriptions of exercises or activities to maintain physical fitness. (SSL: I.A-D, III.A-B)
- understand the cultural nuances of health and healing in the target culture(s), including the culture's views and uses of herbal cures, holistic medicine, home remedies, and superstition in health care. (SSL: I.D, II.A-B, IV.D, V.A)
- explain and exchange information about their daily personal hygiene and health routine. They will be able to differentiate between a healthy and unhealthy lifestyle by relating information about their diet, fitness, ability to control stress, and maintain health. (SSL: I.A, B & D, II.B, IV.A, B & C, V.A-C)
- shop for over the counter drugs at a drug store or pharmacy. (SSL: I.A-B, II.A)
- make phone calls relating to medical emergencies or needs in a culturally appropriate manner. (SSL: I.A-B, II.A, III.A, IV.B)

- understand radio and TV ads and public health announcements pertaining to health and medical issues. (SSL: I.A, D, III.A, IV.A)
- understand and react to audio-video and audio materials appropriate to the topic of health and personal hygiene. (SSL: I.A-B, III.A-B, IV.A-B)
- write about personal health and hygiene issues in meaningful ways (e.g. develop a basic food group pyramid, an exercise regimen or anti-smoking poster).

## Introductory Level II World Languages

### Learning Experience X - Health/Personal

#### Hygiene

##### Unit Activities:

- Students engage in activities which enable them to review previously learned vocabulary, and learn new vocabulary related to this unit.
- Students review, learn, and use grammatical structures that enhance communication on the topics of this unit.
- Students read and discuss authentic texts on the topic of health, hygiene, and wellness, such as ads for medical products, diet charts, descriptions of exercises, and packaged instructions for proper use of a medical product.
- Students listen to, view, and discuss videos and/or recordings on the topic of health and personal hygiene.
- Students respond to questions provided by the instructor about the above.
- Students access and utilize information related to health issues from a variety of sources, including the Internet.
- Students develop an understanding of the role of health issues in the target culture(s).
- Students write and talk about personal health and hygiene e.g., they develop a personal exercise regimen and wellness plan, or design an anti-smoking poster, etc..
- Students exchange information with a partner related to diet, fitness, ability to control stress and maintain overall health.
- Students discuss issues of health and healing from the perspective of the target culture(s).
- Students role play situations such as shopping at the local pharmacy, making a phone call related to a medical emergency, or visiting the doctor's office.

## Introductory Level II World Languages

### Learning Experience Design XI - Geography

#### Learning Experience Outcome:

Students will acquire and use language necessary to communicate orally and in writing about the physical, political and cultural geography of the target language countries. Students are expected to integrate their understanding of the geography of the target language into the communicative process.

#### Component Objectives and SSLs (Standards of Significant Learning)

##### Students will be able to:

- read authentic texts excerpted from books and other textual materials pertaining to the geography of the target language. Texts are not necessarily limited to narratives but also might include, charts, tables, statistical listings, maps or graphs. (SSL: I.A-D, II.A-B, III.A-B, IV.A,B, & C, V.A-B)
- orally exchange information about the cultural and geographical dimension of the target language countries. Topics appropriate for this LED include features of the country's physical geography, political divisions, nationalities and minorities, environment, climate and economic geography. (SSL: I.A-D, II.A-B, III.A-B; IV.A, B, & C, V.A, B, & C)
- understand and utilize geographical information presented in an audio visual or visual format. (SSL: I.A-D, II.A, III.A-B, IV.A & C)
- write descriptive narratives about the geographical features of the target countries. The written samples should reflect the understanding gained from written and/or audio visual sources. (SSL: I.B, C, & D, II.A-B, III.A-B, IV.A-D, V.A-B)
- develop an understanding of the target country's role in the broader regional, continental and global contexts in which the country finds itself situated. Students will receive input from written texts, audio-visual and audio sources. (SSL: I.A-D, II.A-B, III.A-B, IV.A-C, V.A-C)
- express in writing and in oral discourse contrastive geo-political and geo-cultural features of the target country and the United States. (SSL: I.A-D, II.A-B, III.A-B, IV.A-D, V.A-B)

- engage in an extended project which is based on an extensive understanding of the target country's geography and culture. For example, students could develop a campaign for the promotion of a partnership between a region in the target culture and Illinois; or students could develop a brochure or a computer-generated document promoting the target country or a region within the country. (SSL: I.A-D, II.A-B, III.A-B, IV.A-C, V.A-C)
- use the Internet to access information about the target countries. (SSL: I.A-D, II.A-B, III.A-B, IV.A-C, V.A-B)

## **Introductory Level II World Languages**

### **Learning Experience XI - Geography**

#### **Unit Activities:**

- Students engage in activities which enable them to review previously learned vocabulary, and learn new vocabulary related to this unit.
- Students review, learn, and use grammatical structures which enhance communication on the topics of this unit.
- Students read and discuss authentic texts on the topic of geography/culture.
- Students listen to, view, and discuss videos and/or recordings about geographical information.
- Students respond to questions provided by the instructor about the above.
- Students access and utilize information related to geography and culture from a variety of sources, including the Internet.
- Students develop an understanding of how the physical geography has shaped and influenced the culture of the target society(ies).
- Students write about the geographical features of the target countries.
- Students discuss the physical, political, and cultural aspects of the geography of the target countries.
- Students use spoken and written language to compare geo-political and geo-cultural features of the target countries and the United States.
- Students work in pairs or small groups on a project with the goal of acquiring an extensive understanding of the target countries' geography and culture. In preparation for this project, students use the Internet to find information. Students orally present their projects to the class as well as write a travel brochure or a narrative about their project.
- Students work in groups to write a geography quiz game about the target countries.

## Introductory Level II World Languages

### Learning Experience Design XII - Travel

#### Learning Experience Outcome:

Students will acquire and use language necessary to communicate orally and in writing about travel in the target language country or countries or regions within countries.

#### Component Objective and SSLs (Standards of Significant Learning)

##### Students will be able to:

- use grammatical and lexical items which are necessary to meet the LEs of this unit. (SSL: I.A-D, II.A-B, III.A-C, IV.A-D, V.A-B)
- utilize the understanding of the target country's geography developed in LED XI - Geography as a building block for this LED. (SSL: I.A-D, II.A-B, III.A-B, IV.A-C, V.A-B)
- read authentic texts such as ads, travel brochures, train schedules and hotel pamphlets that provide information to facilitate traveling in the target culture(s). (SSL: I.A-D, II.A-B, III.A-B, IV.A & C, V.A-B)
- exchange information which will facilitate travel in the target culture (e.g. purchase a train ticket, book an airline flight, reserve a hotel room, ask for directions, exchange money etc.) (SSL: I.A-D, II.A-B, III.A-C, IV.A-D, V.A-B)
- understand audio and audio-visual materials which relate to travel (e.g. view a travelogue of a particular area). (SSL: I.A-D, II.A-B, III.A-B, IV.A, C & D, V.A-B)
- write letters or messages requesting information about a particular country's travel offerings. (SSL: I.A-D, II.A-B, III.A-C, IV.A-D, V.A-B)
- plan a trip to the target country by accessing and utilizing information from a variety of sources, including the Internet. (SSL: I.A-D, II.A-B, III.A-C, IV.A-D, V.A-B)

- develop and write travel brochures featuring the tourist attractions of cities or regions in the target country. (SSL: I.A-D, II.A-B, III.A-C, IV.A-D, V.A-B)
- engage in extended narration about a real or imagined ,past or future itinerary to a particular country or region. (SSL: I.A-D, II.A-B, III.A-C, IV.A-D, V.A-B)
- develop an understanding of the role of travel and vacation in the target culture(s). Students will understand the vacation habits of the members of the target culture(s). (SSL: I.A-D, II.A-B, III.A-B, IV.A-D, V.A-B)

## Introductory Level II World Languages

### Learning Experience XII - Travel

#### Unit Activities:

- Students engage in activities which enable them to review previously learned vocabulary, and learn new vocabulary related to this unit.
- Students review, learn, and use grammatical structures which enhance communication on the topics of this unit.
- Students read and discuss authentic texts such as travel advertisements, brochures, train schedules, hotel pamphlets.
- Students listen to, view, and discuss videos and/or recordings related to travel.
- Students respond to questions provided by the instructor about the above.
- Students work in pairs or small groups on a project to plan a trip to the target country. In preparation for this project, students use the Internet to find information.
- Students write to a travel agency requesting travel information about a particular country's travel offerings.
- Students discuss the reasons for visiting different areas of the target countries, e.g. the seacoast or the mountains.
- Students discuss and make a decision about staying in a hotel, youth hostel, or camping ground.
- Students role play situations such as purchasing tickets, booking an airline flight, reserving a hotel room, asking for directions, and exchanging money.
- Students develop an understanding of the role and various means of travel in the target culture(s).
- Students discuss the role of travel and vacation habits of the people of the target culture(s).
- Students orally present an extended narrative about a real or imagined, past or future, itinerary to a particular destination.
- Students write a travel brochure featuring the tourist attractions of cities or regions in the target countries.

- Students plan a trip abroad by gathering information and by making decisions based on the information. URLs in the various cities and countries act as the gateway to the information.
- Students role play a traveler and a travel agent negotiating a trip. The student must consider factors such as budget constraints, interests, age of the traveler.

## **Introductory Level II World Languages**

### **Learning Experience Design XIII - Family Relationships, Youth/Teenage Issues**

#### **Learning Experience Outcome:**

Students will acquire language necessary to communicate orally and in writing about family relationships, and youth and teenage issues.

#### **Component Objectives and SSLs (Standards of Significant Learning)**

##### **Students will be able to:**

- use grammatical and lexical items which are necessary to meet the LEs of this unit. (SSL: I.A, IV.B)
- compare the American family with the structure of the family in the target culture(s). (SSL: I.A-D, II.A-B, IV.A-B)
- read authentic texts such as articles from magazines and periodicals from the target culture(s) which focus on family and youth issues. This might include advice columns, articles taken from "teen" magazines as well as fictional texts written for teens in the target culture(s). Appropriate URL's on the Internet might also serve as authentic texts. (SSL: I.A, III.A)
- exchange information about teen and family issues in the United States. The exchanges will include topics such as dating, driving, family expectations of teenagers, curfew, consumption of alcohol, music, working, military service, etc. (SSL: I.A-D, II.A-B, III.A-B, IV.A-B)
- understand audio and audio-visual materials which relate to family and teenage issues in the target culture(s) and language. (SSL: I.A, C-D, II.A-B, III.A)
- write letters or e-mail messages to teenagers in the target countries requesting information about issues of interest to teenagers. Students will also be able to respond to requests for information from other students. (SSL: I.A-D, II.A-B, III.A, IV.A-C, V.A-B)

- access and utilize information from a variety of sources, including the Internet, for the purpose of developing an understanding of the societal role of teenagers in the target culture(s). (SSL: I.A-D, II.A-B, III.A. IV.A-C, V.A-C)
- write on topics which relate to this LED. The writing samples could include an advice column, personal description for a dating service, report or essay on a related topic - "Getting a driver's license in... " or "Teenage alcohol abuse in..." (SSL: I.A-D, II.A-B, III.A. IV.A-C, V.A-C)
- engage in extended narrative about teen and family issues in American society as well as in the target culture(s). (SSL: I.A-D, II.A-B, III.A. IV.A-C, V.A-C)
- develop an understanding of the role of teenagers in the target culture(s). (SSL: I.A-D, II.A-B, III.A. IV.A-C, V.A-C)

## **Introductory Level II World Languages**

### **Learning Experience XIII – Family Relationship, Youth/Teenage Issues**

#### **Unit Activities:**

- Students engage in activities which enable them to review previously learned vocabulary, and learn new vocabulary related to this unit.
- Students review, learn, and use grammatical structures which enhance communication on the topics of this unit.
- Students read and discuss authentic texts that focus on family and youth issues.
- Students listen to, view, and discuss videos and/or recordings about family and teenage issues.
- Students respond to questions provided by the instructor about the above.
- Students access and utilize information from a variety of sources, including the Internet, for the development of a deeper understanding of the family and teenage issues as well as multiple roles (i.e., son/daughter, friend, employee, brother/sister) teenagers play in the target society.
- Students write about family and teenage/youth issues such as, substance abuse, divorce, post-secondary education, independence, grades, relationships, etc.
- Students engage in conversations on such topics as dating, driving, family expectations of teenagers, curfew, consumption of alcohol, music, work, military service, etc.
- Students use spoken and written language to compare family life and adolescence in the target cultures and their own culture.
- Students role play situations related to family and adolescence.
- Students correspond with teens living in the target cultures, exchanging information about family life and issues of interest to adolescents.

## **Introductory Level II World Languages**

### **Learning Experience Design XIV - Education and Career**

#### **Learning Experience Outcome:**

Students will acquire and use language necessary to communicate orally and in writing about issues related to education and career. This LED is directly linked to LED IV - My School and LED XIII - Family Relationships and Youth/Teenage Issues. (Depending on the language, some of these LEDs may be more appropriate at Intermediate Level III).

#### **Component Objectives and SSLs (Standards of Significant Learning)**

##### **Students will be able to:**

- use grammatical and lexical items which are necessary to meet the LEs of this unit. (SSL: I.A, IV.B)
- build on their understanding of school as microcosm (LED IV) in order to develop an understanding of the role of education and career opportunities in the target culture(s). (SSL: I.A-D, II. A-B, III.B, IV.A & C)
- read authentic texts such as articles excerpted from appropriate publications in the target culture which focus on education and career. These might include catalogues from schools or universities, job listings in newspapers, brochures from the government or other official agencies. Appropriate URL's on the Internet might also serve as authentic texts. (SSL: I.A-B, III.A)
- exchange personal information and experiences about education and career. The exchanges will include topics such as career choices, educational options, relationship of education to job, personal fulfillment and responsible citizenship. (SSL: I.A-B, II.A, III.A-B, IV.A-B, V.A-C)
- understand audio and audio-visual materials which relate to education and career in the target culture(s) and language. These could include interviews with students, films or documentaries taken from TV in the target culture(s). (SSL: I.A & C, III.A, IV.A)

- send letters or e-mail messages to the target countries requesting information about the educational system and career opportunities. Students will also be able to participate in e-mail exchanges with students in the target culture(s). (SSL: I.A-D, II.A-B, III.A, IV.A-C, V.A-C)
- access and utilize information from a variety of sources, including the Internet, for the purpose of developing an understanding of the educational system and career opportunities in the target culture(s). (SSL: I.A-D, II.A-B, III.A, IV.A-C, V.A-C)
- write on topics which relate to this LED. The writing samples could include a letter inquiring about or applying for a job, an inquiry about admission to a university in the target country, or a resume. (Students will be able to write presentation using computer programs such as Hyper Studio or Power Point.) (SSL: I.A-D, II.A-B, III.A, IV.A-C, V.A-C)
- engage in extended narrative about education and career in American society as well as in the target culture(s). (SSL: I.A-D, II.A-B, III.A, IV.A-C, V.A-C)
- develop an understanding of the role of education and work in the target culture(s). (SSL: I.A-D, II.A-B, III.A, IV.A-C, V.A-C)

## Introductory Level II World Languages

### Learning Experience XIV - Education and Career

#### Unit Activities:

- Students engage in activities which enable them to review previously learned vocabulary, and learn new vocabulary related to this unit.
- Students review, learn, and use grammatical structures which enhance communication on the topics of this unit.
- Students read and discuss authentic texts which focus on education and careers, e.g. job listings, applications, curriculum vitae, government brochures, etc.
- Students listen to, view, and discuss videos and/or recordings related to the topics of education and careers.
- Students respond to questions provided by the instructor about the above.
- Students access and utilize information about educational and career opportunities in the target countries from a variety of sources, including the Internet.
- Students develop an understanding of the role of education and career in the target culture(s).
- Students use spoken and written language to compare the educational systems of the target culture(s) and the United States, attitudes about work, etc.
- Students correspond with people living in the target cultures, exchanging information about secondary and post-secondary educational systems, summer employment, etc.
- Students engage in conversations on topics related to career choices, educational options, relationship of education to job, personal fulfillment, and civic responsibility.
- Students role play situations related to school, the workplace, etc.

## Introductory Level II World Languages

### Learning Experience Design XV - Leisure Time B

#### Learning Experience Outcome:

Students will acquire and use language necessary to communicate orally and in writing about leisure time activities. Students will be expected to build on previously learned vocabulary, grammar and syntactical structures, especially those in LED V, "During my leisure time I..." In addition to enumerating and describing a particular activity, students will be expected to explain questions such as, how, when, where, why and with whom. This LED should focus in depth on two or three leisure time activities. Sample topics are: movies, soccer, a dog club, a model train club, a week at the sea/in the mountains, etc.

#### Component Objectives and SSLs (Standards of Significant Learning)

##### Students will be able to:

- speak about their participation in leisure time activities. (SSL: I.A, IV.B)
- read authentic texts, when appropriate, which relate to the topic of this LED. Examples are TV listings, movie guide in the newspaper, movie or theater listings, museum exhibits, sport activities, advertising for a ski weekend, ads for sporting goods, news paper articles on hobbies, etc. Students will also visit URL's on the Internet which provide information on the topics listed above. (SSL: I.A-D, II.A, III.A)
- develop an understanding of the role of leisure time in the target culture(s). The focus should be on the "big picture" rather than individual activities. For example, the topic of skiing would be addressed by planning a ski trip, buying/renting equipment, traveling to a ski area, staying at a hotel, skiing, and returning home. (SSL: I.A-D, II.A, III.A, IV.B)
- use grammatical structures that will allow them to speak and write accurately on topics relating to leisure time. (SSL: I.A, IV.B)
- access information about topics relevant to this LED by means of the Internet, as well as other appropriate sources of information. For example, students could plan a "weekend on the town" by accessing information about movies, clubs, discos, museums, concerts, etc. which are available on the Internet. (SSL: I.A-D, III.A, IV.A-B)

- plan a trip abroad by gathering information and by making decisions based on the information. URL's in the various countries and cities serve as the gateway to the information. (SSL: I.A-D, III.A, IV.A-B)
- speak about the progression or steps in a particular activity or hobby. Students will be able give instructions on how to do a certain activity (e.g. teach someone how to do origami). (SSL: I.A-D, III.A, IV.A-B)

## Introductory Level II World Languages

### Learning Experience XV - Leisure Time B

#### Unit Activities:

- Students will plan an itinerary for a trip considering budget constraints, interests, age, etc. of the traveler
- Students will plan a weekend in their city for an out of town guest/or for themselves.
- Students will invent a new game, come up with rules and teach it to the other students.
- Students will review the imperative. Students will be able to use grammatical structures appropriate for this LE.
- Students will engage in a debate in which they take opposite sides on a *social issue*. A possible topic might be: Side A: There is too much free time. Side B: There is not enough free time. Each side must present solutions.
- Students will role play the IMSA activities director. Come up with a calendar for the year.
- Students will teach one another how to do something. *For example:* How to play golf, fly fish, knit or set up a tent. Students will write the instructions as well as orally instruct someone how to do the task.
- Students will explore URL's on the internet to gather information for a compendium of free time activities in which people participate in the target culture. The information will be synthesized and presented in using an appropriate of electronic/computerized medium.
- Students will organize a recreational club, write club rules, elect officers, set membership dues, develop and establish an activity calendar for the organization. Students will publish a home page (with restricted access) for the club on the internet.

- Students will watch a feature length movie appropriate for the target language. The students will be engaged in appropriate pre-viewing, viewing and post-viewing activities to assure that students can speak and write about what they have seen in addition to (only) understanding the message of the film. The students will then write a review, which can be published on their home page.

## General Assessment Plan for All Languages

- 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>