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

The World Language Program at The Illinois Mathematics and Science Academy (IMSA) offers formal learning experiences in six languages: French, German, Japanese, Mandarin Chinese, 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 four semesters of World language study, with a minimum of two semesters in a Level II course.

The entire World Language 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 six languages, while still allowing for the inherent uniqueness of each language, and individual differences in teaching styles. In order to understand World language 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 Intermediate Level III guide is divided into the following sections:

- Overview
- Introduction
- Learning Experience Designs A – D (non-language specific)
  - Learning Experience Outcomes
  - Component Objectives (aligned with SSLs)
- Learning Experiences (language-specific)
  - Learning Experience Outcomes
  - Unit Activities
- General Assessment Plan
- Addendum
  - IMSA World Languages Learning Standards
  - Standards of Significant Learning
INTRODUCTION

The Introductory Level (I and II) of the IMSA WL curricula is organized around the students’ world. It encourages students to communicate on an elementary level on topics that reflect their daily lives. Level I includes such topics as Me, My Friends, My Family, My School, and My Hometown. Level II expands and builds upon the learning experiences of Level I. For example, whereas 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. Because of the scope of the topics, the Introductory Level (I and II) is designed to include all languages and reflects the objectives of language learning at IMSA. The depth of engagement on a single topic and the sequence used may vary from language to language.

In the Intermediate Level (III), the scope of the language broadens significantly; and, the cultural and linguistic nuances of the various languages become more apparent. For those reasons, the Level III curriculum shifts its focus from topical orientation to one that is a series of broadly conceived Learning Experience Designs (LEDs). This focus provides each language with the opportunity to create Learning Experiences (LEs) that are specific to the individual languages taught by the team. Embedded in each of the LEDs are language functions that students are expected to master/manipulate/learn. Specific themes or topics, as selected by the teacher(s) of a given language, provide the content and context for students to develop mastery of the targeted functions. Examples of functions are: the ability to express opinions, narrate, and persuade. Each LED addresses one or more of the targeted functions. Following the delineation of the LEDs, language-specific Learning Experiences are described.
Intermediate Level III World Languages

Learning Experience Design A

Learning Experience Outcome:

Students will participate actively in extended oral and written discourse within a variety of specified contexts. Extended discourse entails using compound and complex sentences that provide information in a connected and fluent manner.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

1) understand a wide range of questions from the simple to the complex. (SSL: I.A, III.B, IV.C)

2) provide detailed and informative responses (oral and written). (SSL: I.A, III.B, IV.A - C)

3) ask questions which elicit detailed responses. (SSL: I.A – B, III.B, IV.B - C)

4) comprehend written and spoken responses. (SSL: II.A, III.B, IV.C)

[Possible Contexts: personal/social (relationships, leisure time activities and special personal events), professional, political, socio-economic, scientific, literary, artistic, historical and philosophical]
Intermediate Level III World Languages

Learning Experience Design B

Learning Experience Outcome:

Students will narrate, describe and critique past, present and future events orally and in writing.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

1) recount a sequence of real or fictional past events.  (SSL: I.A, I.C, III.A – B, IV.B - C)

[Possible Contexts: relationships, pastimes, personal interests, leisure-time activities, daily routine, special personal events; e.g., weddings, family gatherings, graduation, death, holidays, geography, travel experiences, typical types of work.]

2) summarize and critique a movie, TV program, literature, magazine article, etc.  (SSL: I.A, I.C – D, III.A – C, IV.A - D)

[Possible Contexts: intellectual and aesthetic pursuits, leisure time activities, media.]

3) report on and discuss current, historical or fictional events. (SSL: I.A – C, IIA, III.A – B, IV.B - D)

[Possible Contexts: current events, politics (i.e., Holocaust, Peron, Glasnost), educational system.]

4) discuss plans for a real or fictional future event.  (SSL: I.A, III.A – B, IV.B – C, V.A - C)

[Possible Contexts: pastimes, leisure-time activities, special personal events, special events in the target culture, geography, environment, intellectual and aesthetic pursuits, projected events in the life of a literary character, original endings to a story]

5) understand others' accounts of all of the above.  (SSL: I.A, III.B, IV.C)
Intermediate Level III World Languages

Learning Experience Design C

Learning Experience Outcome:

Students will explore options in a given situation and handle difficulties and unexpected events.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

1) suggest an alternative rather than accept the option offered; e.g., send back unacceptable food, change a departure time. (SSL: I.A - B, I.D, II.A, IV.B - C)

[Possible Contexts: travel, leisure time, daily routine]

2) influence or encourage someone to do something; e.g., change seats on a train, return a purchase, become a vegetarian. (SSL: I.A, II.A, IV.B - C)

[Possible Contexts: relationships, politics and current events, special personal events, travel, daily routine, intellectual and aesthetic pursuits.]

3) seek explanations for unexpected situations; e.g., find out why the check for a meal is high, why the credit card is not accepted. (SSL: I.A - B, I.D, II.A, IV.B - C)

[Possible Contexts: relationships, politics and current events, special personal events, travel, daily routine, intellectual and aesthetic pursuits, opinions, feelings.]

4) express feelings and react to them. (SSL: I.A, II.A, IV.B - C)

5) request and give advice. (SSL: I.A, I.D, II.A, IV.B - C)

6) lodge complaints and seek resolution. (SSL: I.A, I.D, II.A, IV.B - C)
Intermediate Level III World Languages

Learning Experience Design D

Learning Experience Outcome:
Students will initiate and sustain a conversation, discussion or debate.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

1) join a conversation. (SSL: I.A, IV.B - C)
2) sustain conversation through strategies such as using fillers, buying time, referring to previous points, seeking clarification, etc. (SSL: I.A, IV.B - C)
3) express and inquire about intellectual perspectives. (SSL: I.A – B, II.A, IV.B - C)
4) express and inquire about emotional perspectives. (SSL: I.A – B, II.A, IV.B – C, V.C)
5) express and inquire about moral perspectives. (SSL: I.A – B, II.A, IV.B – C, V.A - B)
6) introduce a topic. (SSL: I.A, III.B, IV.B - C)
7) direct the discussion of a topic. (SSL: I.A – B, III.B, IV.B - C)
8) initiate transition of topic within a conversation. (SSL: I.A, III.B, IV.B - C)
Intermediate Level III World Languages

Introduction to French Learning Experiences

In each of the following Learning Experiences, various Unit Activities are articulated. These activities have been developed and modified over the years. While the Learning Experiences should be taught in the indicated order, it is up to the discretion of the teacher to determine the appropriate activities for a particular class in any given year.***

Each Learning Experience includes a list of the grammatical structures with which students are expected to work. However, once again, the teacher may choose to vary the sequence of these structures given the needs of students.

In addition to general orientation activities, the first several weeks of class will incorporate the following:

- Review of present tense, regular and irregular verbs
- Review of futur proche (aller + infinitive)
- Review of passé composé with avoir and être, excluding agreement w/preceding direct object
- Continuing development of vocabulary

[Activities incorporate the use of children’s books (i.e. Les Nouvelles Aventures d'Olivier Cochon, Randolet et Bufollet, Les Grandes Menaces, Elodie Ciseaux)]

- Oral activities to acclimate students to the immersion classroom

***At present, Level III WL classes meet two times a week for a total of 140 minutes. This schedule precludes inclusion of all of the Learning Experiences and Unit Activities noted here.
Intermediate Level III World Languages

French Learning Experience – My Education and Future

Learning Experience Outcome: Students will be able to discuss education and future career options.

Unit Activities:
These activities include the following Component Objectives: A1 - A4; B1 -B5; C1, C3 - C5; D1 - D8.

- Students work with the following grammatical structures:
  - adjectives and adjective agreement
  - future tense
  - relative pronouns qui et que, ce qui et ce que
  - il est vs. c’est
  - common verbs + à or de + infinitive
  - impersonal expressions + infinitive
  - interrogatives and question formation

- Students identify personality traits and skills associated with careers.

- Students examine the educational and/or apprenticeship pathways to careers.

- Students discuss career options.

- Students discuss personal, educational and career plans for the future.

- Students read and write want ads.

- Students create a curriculum vitae.

- Students fill out a job application.

- Students role-play a job interview.

- Students view and discuss excerpts from the video series “France Panorama”.

- Students debate the pros and cons of an issue related to education (Ex. forced career and educational choices at an early age; grades vs. credit/no credit; the validity/ necessity of exams;).
Students view and discuss scenes from the film Milou en mai in order to begin to understand the impact of the student-inspired revolution of May 1968.
Intermediate Level III World Languages

French Learning Experience – Dating and Family Life

Learning Experience Outcome: The student will be able to engage in discussions about dating and family life in French and US society, as well as elsewhere in the world.

Unit Activities:
These activities include the following Component Objectives: A1 - A4; B1- B4; C1 - C6; D1 - D8.

- Students work with the following grammatical structures:
  - imparfait
  - direct and indirect object pronouns, and y and en
  - passé composé, including agreement w/preceding direct object
  - negatives
  - passé composé vs. imparfait [mini-unit with Cendrillon]
  - (N.B. Limited introduction of subjunctive, excluding conjunctions, may be useful here)

- Students read and discuss articles concerning dating, family life, parenting, women’s influence on society, etc. (selections may include excerpts from the books, Les Françaises and Les Hommes et les Femmes, C’est Ça).

- Students write compositions, and directed and non-directed journal entries incorporating new vocabulary from this unit.

- Students demonstrate comprehension of texts via “quick writes”, quizzes, Q & A, etc.

- Students read and discuss items from popular French magazines (Ex. dating quizzes, advice columns, personals ads).

- Students develop a dating quiz, an advice column, etc.

- Students write a personal ad, based on a portrait; then play “Matchmaker”.

- Students read, discuss and write about a selection of short stories and poems about married and/or family life (“La vie conjugale”, “L’Autre
• Students listen and react to audiotape interview of Françoise Giroud.

• Students view and discuss scenes from the film Entre Nous.

• Students debate questions related to married life, parenting, childcare (parents who work outside of the home vs. those who work at home); living together vs. getting married; the role of government in family life (childcare subsidies, free birth control, parental leave, abortion).

• Students conduct surveys on related topics and compile results using bar graphs, pie graphs, line graphs, Venn diagrams, as appropriate.

• Students have the opportunity to share personal reflections on dating, love, family life (Ex. recounting how your parents met; my ideal mate).
Intermediate Level III World Languages

French Learning Experience - Le Petit Nicolas

Learning Experience Outcome: Students will be able to demonstrate understanding of the short stories found in the popular children’s book, Le Petit Nicolas.

Unit Activities:
These activities include the following Component Objectives: A1 - A4; B1, B2, B5; D1 - D8.

- Students work with the following grammatical structures:
  - imparfait and passé composé
  - reflexive verbs, including use in past tense
  - disjunctive pronouns
  - demonstrative adjectives
  - demonstrative pronouns
  - forms of “tout”
  - avoir expressions
  - relative pronouns: dont, ce dont, où

- Students familiarize themselves with the characters and their personality traits by playing a matching game.

- Students read a selected story or stories. (Time constraints may necessitate limiting the number of stories to be read.)

- Students analyze and demonstrate understanding of the author’s style of writing.

- Students demonstrate comprehension of the text via “quick writes”, quizzes, Q & A, etc.

- Students play vocabulary games such as Taboo; Pictionary; Win; Lose or Draw; Password.

- Students pose questions in written and spoken French in reference to the text and related topics.

- Students discuss themes, questions and ideas arising from the text.

- Students perform a re-enactment of a scene from a story.
• Students write compositions, and directed and non-directed journal entries incorporating new vocabulary (Ex. summarize events from the story, hypothesize possible endings to a story, create an original dialogue reflecting the theme of “Le Petit Nicolas à AMSI”, write of a personal childhood experience in the author’s style, etc.).

• Students develop and present a lesson based on a selected story: (teach new vocabulary, convey the main events of the story, engage peers in various activities, develop and implement an assessment, assess the teaching experience and engage in peer assessment of the student-led lesson).
Intermediate Level III World Languages

French Learning Experience – My Education and Future

Learning Experience Outcome: Students will be able to discuss education and future career options.

Unit Activities:
These activities include the following Component Objectives: A1 - A4; B1 -B5; C1, C3 - C5; D1 - D8.

- Students work with the following grammatical structures:
  - adjectives and adjective agreement
  - future tense
  - relative pronouns qui et que, ce qui et ce que
  - il est vs. c’est
  - common verbs + à or de + infinitive
  - impersonal expressions + infinitive
  - interrogatives and question formation

- Students identify personality traits and skills associated with careers.

- Students examine the educational and/or apprenticeship pathways to careers.

- Students discuss career options.

- Students discuss personal, educational and career plans for the future.

- Students read and write want ads.

- Students create a curriculum vitae.

- Students fill out a job application.

- Students role-play a job interview.

- Students view and discuss excerpts from the video series “France Panorama”.

- Students debate the pros and cons of an issue related to education (Ex. forced career and educational choices at an early age; grades vs. credit/no credit; the validity/ necessity of exams:).
Students view and discuss scenes from the film Milou en mai in order to begin to understand the impact of the student-inspired revolution of May 1968.
Intermediate Level III World Languages

French Learning Experience – The French-speaking World

Learning Experience Outcome: Students will be able to demonstrate a nascent familiarity and appreciation of francophone countries and cultures, including the political, social and cultural impact of imperialism, de-colonization and immigration. When possible, field trips will be arranged to local museums.

Unit Activities:
These activities include the following Component Objectives: A1 - A4; B2 -B5; C1, C2, C4 - C6; D1 - D8.

- Students work with the following grammatical structures:
  
  subjunctive, especially use with conjunctions
  present and past participles, gerund
  conditional sentences, including the use of the book, *Si j’avais un gorille*

- Students read and analyze poetry and short stories, representative of francophone countries (Ex. “Speak White”, “La Schizophrénie linguistique”, “La Pagne noire”, “Le Partage des morts entre le bon Dieu et le diable”)

- Students read and discuss articles (Ex. Islam, female circumcision, polygamy, etc.)

- Students become familiar with the cultures of francophone countries through exposure to:
  
  – art (including the study and creation of African masks)
  – song, (Ex. “Je m’en souviens”)
  – dance (Ex. La contredanse d’Haïti)
  – traditional cuisines

- Students watch and discuss films (Ex. *Mon Oncle Antoine* )

- Students research a francophone country (its economy, government, politics, education, demographics, religions, languages, cuisine, traditional clothing, literature, music, art, customs, scientific achievements, contributions to the world, successes, challenges), using a variety of resources, one of which must be the internet
- role-play the part of an ambassador representing the researched country at an International Reception, asking questions of other ambassadors and answering questions

- write a composition about the country

- engage in a Problem-based Learning experience such as a simulation of a UN conference where a question of world concern is debated and discussed, and where delegates determine how best to dispense monies to further a cause
Intermediate Level III World Languages

French Learning Experience – Fairy tales and Folklore

Learning Experience Outcome: Students will be able to recount favorite childhood stories, and demonstrate a deeper understanding of the role of fairy tales in children’s cognitive development, and in society. Students will also demonstrate understanding of and appreciation for two French classics: the story, *La Belle et la Bête*, by Madame de Beaumont, and the ground-breaking black and white film of the same name, directed by Jean Renoir.

Unit Activities:
These activities include the following Component Objectives: A1 - A4; B2-3, B5; C3-5; D1 - D8.

- Students work with the following grammatical structures:
  - conditional sentences
  - subjunctive
  - expressions of time
  - passé simple
  - passé composé and imperfect

- Students acquire vocabulary appropriate to the general discussion of fairy tales and folklore.

- Students reinforce vocabulary through word games such as Pictionary, Password and Hangman.

- Students recount in writing their favorite childhood tale.

- Students share orally, in small groups, their favorite childhood tale, including the memories of how they came to know the tale.

- Students brainstorm a list of common elements of fairy tales and folklore.

- Students discuss the value and purpose of fairy tales and folklore, within their family, their culture, and society.

- Students compare and contrast stories from the different cultures represented by members of the class.

- Students read selections (in English) from *The Uses of Enchantment*, by renowned psychotherapist, Dr. Bruno Bettelheim.
• Students write journal reflections and engage in small and large group discussions on the role of fairy tales in children’s cognitive development and in society, as conveyed in the Bettleheim selections.

• Students read the book, *La Belle et la Bête*.

• Students generate and share personal vocabulary lists from the text.

• Students discuss themes, questions, and ideas arising from the text.

• Students identify multiple examples of the use of literary subjunctive tense in the text.

• Students refine pronunciation and intonation skills by reading aloud.

• Students perform a reenactment of a scene from the story.

• Students dramatize a “Talk Show” where the main characters of the story are the guests.

• Students demonstrate comprehension of text via quick-writes, quizzes, Q & A, etc.

• Students view the classic Jean Renoir film, *La Belle et la Bête*.

• Students discuss some of the cinematic effects of the film and consider why it was considered “ground-breaking”.

• Students compare the film to the book, discussing possible reasons for Jean Renoir’s interpretation of the story.

• Students compare the Disney animated version of the story to the Renoir film and to the actual text, considering cultural and societal differences.

• Students write final journal reflections following the viewing of the film and class discussions.
Intermediate Level III World Languages

French Learning Experience - Le Petit Prince

Learning Experience Outcome: Students will be able to demonstrate understanding and appreciation of the classic French story, Le Petit Prince, by Antoine de St. Exupéry.

Unit Activities:
These activities include the following Component Objectives: A1 - A4; B2, B4; C4; D1 - D8.

- Students work with the following grammatical structures:
  - conditional sentences
  - subjunctive
  - expressions of time
  - passé simple

- Students read the story, chapter by chapter, but not necessarily in chronological order (Time constraints may necessitate the abridgement of the text.).

- Students discuss themes, questions, ideas arising from the text.

- Students read about the author and set the story within its historical context.

- Students listen to recordings of the story.

- Students perform a reenactment of a scene from the story.

- Students engage in paired activities and writing exercises: (conditional phrases; subjunctive tense).

- Students play vocabulary games, such as “Qui suis-je?”, Taboo, Pictionary.

- Students dramatize a “Talk Show” where the main characters of the story are the guests.

- Students demonstrate comprehension of text via quick-writes, quizzes, Q & A, etc.
• Students develop a portfolio which may include the following:
  – directed and non-directed journal entries incorporating new vocabulary
  – written compositions (chapter summaries including analysis of the moral, character sketches)
  – a personal ad in which the Little Prince is looking for a friend
  – hypothesis of possible endings to the story
  – an original dialogue reflecting the theme of “The Little Prince at IMSA”

• Students produce, as a final assessment, a written and/or dramatized version of an original planetary voyage for the Little Prince.
Intermediate Level III World Languages

German Learning Experience - Urban Planning/Architecture

Learning Experience Outcome: Students will learn about various architectural styles evidenced in present day German cities.

Unit Activities: These activities include the following Component Objectives: A1 - A4; B2 - B5; C1 - C2, C4; D1 - D8

- Students become acquainted with different architectural styles and epochs in Germany.
- Students describe and compare various architectural styles.
- Students describe and compare different city layouts and relate them to historical time and function.
- Students gather information (research) about the historical development of a city (e.g., Berlin, Hildesheim).
- Students plan the reconstruction of a fictitious city that had been completely destroyed in World War II.
- Students argue pros and cons of their city plan.
Intermediate Level III World Languages

German Learning Experience - Environment

Learning Experience Outcome: Students will be able to communicate about global environmental issues in the context of the German-speaking world.

Unit Activities:
These activities include the following Component Objectives:
A1 - 4; B1 - B5; C1 - C2, C4 - C6; D1 - D8

- Students brainstorm a list of global environmental concerns.
- Students learn to use vocabulary pertaining to the environment.
- Students peruse Focus and Bunte magazines in IRC and visit URLs on the internet to identify environmental issues in Germany/Europe.
- Students list and rank important environmental issues according to urgency and funds available for dealing with them.
- Students report back to the class on above, while their classmates ask questions to solicit more detail.
- Students watch a video on environmental issues.
- Students role play a conflict over an environmental issue and seek resolution to the problem. (e.g., environmental activist, industry representative, government official)
- Students read or listen to poems and songs relating to environment.
- Students write a song or poem and perform it.
- Natur/Wandern: Students examine the German concept of nature and hiking.
- Students prepare in small groups a foam board display of an environmental issue, introduce the topic, inform about the topic, and then direct a class discussion on the topic, and field questions.
Intermediate Level III World Languages

German Learning Experience - Historical/Middle Ages

Learning Experience Outcome: Students will learn about one of Germany’s significant historical periods through a variety of media and, through the insights gained, they will make connections with contemporary German society.

Unit Activities:
These activities will include the following Component Objectives: A1 - A4; B2 - B3, B5; C3 - C4; D1 - D8.

- Students read one of two books about medieval German society and architecture. The books are: Stolze Burgen, Edele Ritter and Dome, Münster, Kathedrale.

- Students, working in pairs, interview each other and exchange information on the above books.

- Students record in their journals their reactions to what they learned about medieval society and architecture.

- Students explore facets of representative German medieval town/cities, (e.g., Köln, Erfurt, Rothenburg). Students gather information by reading sites on the WWW or on CD-ROM, and by watching and listening to videos.

- Students, by reading and listening, become acquainted with important persons who lived in medieval German-speaking areas (e.g., Walther von der Vogelweide, Martin Luther, Hildegard von Bingen, Albrecht Dürer, Til Eulenspiegel, Tilmann Riemenschneider, Karl der Große, Otto der I., Rudolf von Hapsburg).

- Students report on and discuss the lives of the above mentioned individuals. Their classmates respond to the reports/discussions with appropriate questions and comments.

- Students communicate with our partner school in Erfurt to gather information about medieval Erfurt. The communication will entail letter writing (e-mail) or phoning to ask questions, and subsequently responding to the questions and reporting back to the group.
Students, in small groups, present an "on-the-spot" news commentary (perhaps on video) which ties together the history, events, and persons dealt with in this Learning Experience.
Intermediate Level III World Languages

German Learning Experience - Social Groups:
Work, Religion, Minorities, Gender, Foreigners - German Citizens
- “Volksdeutsche”, Apprentices (Azubis), Americans In Germany, Fringe Groups

Learning Experience Outcome: Students will become acquainted with the vast array of social groups in contemporary German society. They will then use the understanding they have gained to write about and discuss the issues related to this topic.

Unit Activities:
These activities include the following Component Objectives:
A1 - A4; B1 - B5; C1 - C6; D1 - D8

- Students gather and exchange information about the world of work in Germany.

- Students participate in an e-mail project with students at Königin Luise Gymnasium - Erfurt. Students at both schools see the same movie -- German students see the English-language version, while U.S. students see a German dubbed version. Possible movies: Working Girl, Wall Street, 9 to 5, Norma Rae, Disclosure. They then correspond via e-mail and discuss issues raised in the movie, and then relate the situation to their own country.

- Students will become familiar with vocabulary and concepts that relate to the working environment and social groups. Picture -- text matching, video, songs, internet.

- Students read literary and non-literary texts by and about minority groups in Germany.

- Students relate the position of social groups in Germany to the premise “Die Würde des Menschen ist unantastbar” (the value of a human being is inviolable) from Germany’s Basic Law (Constitution). Students then participate in a debate/discussion.

- Students read two books from adolescent literature, Yildiz heißt Stern (on the topic of foreigners and racism), and Auf einer Harley Davidson möchte ich sterben (on the topic of suicide).
Students listen to authentic radio productions (e.g. Papa, Charly hat gesagt) dealing with selected social issues.
Intermediate Level III World Languages

German Learning Experience - Stamp Project

Learning Experience Outcome: Students will become acquainted with the biographies of famous Germans throughout history through commemorative stamps.

Unit Activities:
These activities include the following Component Objectives:
A1 - A4; B3 - B5; C1 - C 2, C4 - C5; D1 - D8

1. Students discuss the criteria for choosing persons to be commemorated by a special issue stamp. (introduction)

2. Students debate some of the more controversial US stamp issues e.g. Marilyn Monroe, Richard Nixon -- students suggest and defend a more appropriate option.

3. Students select a commemorative stamp of a person from a compilation of authentic stamps, issued by the German postal service. Stamps have been scanned and available in the Language Lab.

4. Students research (read) background information on the individuals in the library and on the internet (WWW). Each student selects a different stamp/person and presents his/her choice to the class. Should there be a duplication of choices, students negotiate a resolution.

5. Students write a biography of the person selected. The biography becomes part of a HyperStudio stack which includes all of the biographies written.

6. Students, in the role of the famous person they chose, are invited to a reception given by the German postal service honoring their achievements. Students engage in conversation with the other honorees.

7. Students design a stamp of a significant German person or event and justify the choice.
Intermediate Level III World Languages

German Learning Experience - Travel, Tourism & Cities: Germany, Austria, Switzerland, Luxembourg & Liechtenstein

Learning Experience Outcome: Students will learn about travel and tourism as it relates to German-speaking cities.

Unit Activities:
These activities include the following Component Objectives: A1 - A4; B2 - B5; C1 - C6; D1 - D8

- Students write and/or e-mail business letters to travel offices in L2 countries, requesting information about a city.
- Students explore the internet to obtain information about cities.
- Students produce a booklet on a specific city, using the information gathered.
- Students orally present their cities and persuade others to visit their cities.
- Students exchange information about their cities so that all students develop a better understanding of the German speaking countries.
- Students, working in groups, plan and present a tour of a number of cities in German-speaking Europe. The tours center on a specific theme -- music, fairy tales, castles, famous people.
- Students negotiate their way through a problem situation which they might encounter on their travels.
Intermediate Level III World Languages

German Learning Experience – Youth in German Film

Learning Experience Outcome: Students will view several German films in which young people play a central role. The films will depict an ethical dilemma and its resolution.

Unit Activities:
These activities include the following Component Objectives:
A1 - 4; B1 - B5; C2 - 5; D1 - D8

- Students watch Die weiße Rose, Das schreckliche Mädchen, and Jenseits der Stille.
- Students retell the narrative from the perspective of different characters in the film.
- Students read excerpts from the scripts.
- Students act out central scenes from the plots.
- Students write in their journals about the ethical dilemmas.
- Students learn the vocabulary of film making and use it to write a review.
- Students present a rationale for awarding a “Goldener Bär” award to various actors.
Intermediate Level III World Languages

Introduction to Russian Learning Experiences

The curriculum for Russian III is composed of two parts: grammar and literature. The first part is a general grammar review unit which encompasses the entire first academic quarter. The second part includes four literary readings--two short stories by Anton Chekhov, one novella by Aleksandr Pushkin, and a unit on classical and contemporary Russian poetry. This second part lasts three academic quarters.

All reading selections were chosen based on availability in the United States as well as student language abilities at the third level of Russian.

Students are expected to develop strong reading skills, to increase their vocabulary and grammatical knowledge, and to further improve their reading comprehension. Students also are expected to develop an appreciation of classical Russian literature.
Intermediate Level III World Languages

Russian Learning Experience - Grammar Review

Learning Experience Outcome: Students will demonstrate mastery and understanding of the six Russian cases. Students will take responsibility and ownership for their learning through the peer-teaching experience.

Unit Activities:
These activities include the following Component Objectives: A1 - 3.

- Students, working with a partner, teach a grammar review of a Russian case. Students decide what material needs to be reviewed for each case. Each pair of students prepares a lesson plan and writes original in-class and homework exercises in order to facilitate the review of their particular case.

- Students write self and peer evaluations in order to assess the effectiveness and comprehensiveness of the peer teaching and the learning process.

- Students, with a partner, write and orally present to the class an extensive interview with a famous person.

- Students incorporate in their interview all six grammatical cases of singular and plural nouns, personal and possessive pronouns, and adjectives.

- Students submit a written version of their interview.

- Students write self and peer evaluations in order to assess the grammatical accuracy, comprehensiveness, and originality of the interview.
Intermediate Level III World Languages

Russian Learning Experience - Chekhov’s "Death of an Official"

Learning Experience Outcome: Students will demonstrate understanding of and appreciation for the classic Russian short story, “Death of an Official”, by A. P. Chekhov.

Unit Activities:
These activities include the following Component Objectives: A1 - A4; B1, B2, B4; C4; D1 - D8.

- Students read the story page by page.
- Students identify and discuss ideas and questions arising from the text.
- Students summarize events of the story.
- Students write an original ending for the story.
- Students participate in pair and group activities explaining in Russian newly learned vocabulary from the story.
- Students demonstrate comprehension and mastery of the new vocabulary by writing short quizzes and Q-A.
- Students write in their journals reacting to the ideas in the story, and to class discussions on the themes found in the story.
- Students write outlines for the chosen theme.
- Students, in groups, critique their classmates’ outlines for clarity and logic, and they suggest ways to improve the outlines.
- Students write two short essays on two different main ideas of the story.
Intermediate Level III World Languages

Russian Learning Experience - Pushkin’s “Queen of Spades”

Learning Experience Outcome: Students demonstrate understanding of and appreciation for the classic Russian short story, “The Queen of Spades”, by A. S. Pushkin.

Unit Activities
These activities include the following Component Objectives: A1 - A4; B1, B2, B4; C4; D1 - D8.

- Students read about the author in English and write a short summary of his life in Russian.
- Students read the story page by page.
- Students identify and discuss ideas and questions arising from the text.
- Students summarize events from the story.
- Students participate in paired and group activities demonstrating understanding of newly-learned vocabulary from the story.
- Students demonstrate comprehension and mastery of the new vocabulary by writing short quizzes and engaging in Q-A.
- Students generate possible topics for essays based on the themes of the story.
- Students write outlines for the chosen theme.
- Students, in groups, critique their classmates’ outlines for clarity and logic, and they suggest ways to improve the outlines.
- Students choose two themes from the story, and write one essay for each theme.

- Students write, in their journals, their reactions to the ideas in the story and to class discussions on themes found in the story.

- Students learn how to play the card game around which the story evolves. In order to do that, they must accomplish the following:
  
  - Learn Russian vocabulary specific to playing cards.
  
  - Learn the rules of the most common Russian card game and play it in class.
  
  - Identify and write, from the story, the rules for playing the card game.
  
  - Apply the rules learned to practicing and playing that game.
Intermediate Level III World Languages

Russian Learning Experience - Chekhov’s “The Bet”

Learning Experience Outcome: Students will demonstrate understanding of and appreciation for the classic Russian short story, “The Bet”, by A.P. Chekhov.

Unit Activities:
These activities include the following Component Objectives: A1 - A4; B1, B2, B4; C4; D1 - D8.

- Students read about the author in English, and write a short summary of his life in Russian.
- Students read the story page by page.
- Students identify and discuss ideas and questions arising from the text.
- Students summarize events of the story.
- Students will write an original ending for the story.
- Students participate in paired and group activities explaining in Russian newly learned vocabulary from the story.
- Students demonstrate comprehension and mastery of the new vocabulary by writing short quizzes and Q-A for fellow students.
- Students write outlines in preparation for the writing of essays on chosen themes.
- Students, in groups, critique their classmates’ outlines for clarity and logic, and they suggest ways to improve the outlines.
- Students write three short essays on three different main ideas of the story.
Students participate in a debate on the topic of the death penalty vs. life imprisonment. In preparing and executing this debate, students must do the following:

Explore the internet to gather information in English on a particular nuance of the topic death penalty versus life in prison.

In writing, in Russian, provide detailed information regarding their specific issue (death penalty or life in prison).

Orally present a best possible argument to the opposing side justifying that position.

Write, in their journals, reactions to the ideas in the story, to class discussions on the themes found in the story and to the debate experience.

The debate is to be videotaped in class. Outside of class, students view the videotaped debate and complete a questionnaire evaluating the experience.
Intermediate Level III World Languages

Russian Learning Experience - Poetry

**Learning Experience Outcome:** Students demonstrate understanding of and appreciation for exemplars of nineteenth and twentieth century Russian poetry.

**Unit Activities**
These activities include the following Component Objectives: A1 - A4; B1 - B4; C1 - C4; D1 - D8.

- Students read and analyze a selection of Russian poetry.
- Students choose one poet from this unit and memorize his/her poem.
- Students gather biographical information on their chosen Russian poet and present it orally to the class.
- Students submit a written version of the biography which demonstrates control of the written language.
- Students distribute a questionnaire to classmates which covers the main points of the presented biography.
- Students solicit oral responses from classmates on their presentation.
- Students recite a chosen poem and explain why it was chosen. The explanation should be based on expressing emotional and intellectual perspectives on the poem.
- Students explain the meaning of the poem using detailed and informative points.
- Presenters fill out a self-evaluation form.
• Classmates provide written feedback to the presenters about their presentations.

• Students write in their journals their personal thoughts and feelings about the read and recited poetry.
Intermediate Level III World Languages

Introduction to Spanish Learning Experiences

Because students from many different school systems and foreign language programs are placed at the Intermediate Level III at IMSA, the first two activities are helpful to introduce students to the immersion program and to help students become accustomed to speaking Spanish at all times.

The first unit is “Music”. This unit is ideal for acquainting students with the immersion program and with their classmates.

In addition to the first topic of “Music”, students learn to use the web. They choose a newspaper (electronically) from a Spanish-speaking country in order to report news to the class on a weekly basis. This activity helps students to get acquainted with the country they chose, and to practice reporting in the third person. They may report on the arts, education, science, government, etc.

Students keep a journal in which they are expected to write at least two times a week. At the beginning of the first semester, they are given written instructions concerning choice of topics and frequency of entries. By the second semester, the journal entries consist of more “free writing”.
Intermediate Level III World Languages

Spanish Learning Experience - Music

**Learning Experience Outcome:** Students will be able to identify musical instruments and talk about music styles and preferences. In addition, they will develop an appreciation for the music of the Hispanic world.

**Unit Activities**
These activities include the following Component Objectives: A1-A4; B2; C2, C5; D2, D6, D7, D8.

- Students review present tense.
- Students learn to use new words other than *gustar* (like), such as *apreciar, agradar, encantar, fastidiar, disgustar, detestar*.
- Students review the rules of accentuation.
- Students learn the names of different musical instruments, using flash cards.
- Students name musical instruments they have learned or are learning to play.
- Students practice new vocabulary, and discuss different types of music they like to hear.
- Students talk about the instruments they play and demonstrate how the instrument works by playing a piece of music in the music lab.
- Students read about and discuss different Spanish songs and artists.
- Students write in their journals about what they learned in class and the types of music to which they personally listen.
- Students sing songs and discuss the meaning of the songs.
- Students watch videos on dances such as Salsa, Merengue and Tango.
- Students, in pairs, attempt the dances seen in the videos.
- Students, in pairs, present songs originally recorded in English, play a piece, translate it, and explain in Spanish the meaning of the song.
• Students listen to rap songs in Spanish and discuss what the words mean.
• Students, in pairs, write and sing a rap song in Spanish.
• Students, in pairs, give a final demonstration of a dance or song, or present an unusual instrument from another country.
Intermediate Level III World Languages

Spanish Learning Experience – Death

Learning Experience Outcome: Students will understand the importance of death and attitudes towards death in the Hispanic world. They will be able to speak about their own attitudes and experiences with death.

Unit Activities
These activities include the following Component Objectives: A1 - A4; B1 - B3; D1 - D4.

- Students review the preterite and imperfect tenses.
- Students, in groups of three, talk about habitual actions in the past.
- Students recount events in history and in their personal past, as practice for the preterite and imperfect tenses.
- Students learn vocabulary related to early life in Central America.
- Students read about Montezuma's life and discuss the differences between that time period and how we live today.
- Students read a part of a journal that Cortez wrote when he first saw the Aztec Empire, its riches, and way of life.
- Students draw and describe Tenochtitlán according to Cortez' journal.
- Students read about Cabeza de Vaca's voyage from the Old World to the Americas.
- Students watch the film Cabeza de Vaca.
- Students discuss the experiences that made Cabeza de Vaca change his beliefs and views of the native people.
- Students write journal entries about what was covered in class and give their personal opinions of the differences between the Aztec's way of life, religion, etc. and how they view the modern world.
- Students read and discuss the attitudes of the Hispanics toward death.
- Students watch the film La Muerte Viva and discuss the unique preparation and celebration of the Day of the Dead.
• Students prepare altars, one for Cristopher Columbus, and one for Montezuma.

• Students read the short story "Un cuento sobre de la muerte", discuss the story, and write a different ending to it.

• Students make a final class presentation with visuals about the attitudes and rituals of death in cultures other than the Hispanic or American cultures.
Intermediate Level III Foreign Language

Spanish Learning Experience - Poetry

Learning Experience Outcome: Students will be able to identify and discuss the elements and structures of poems. They will be able to recite a poem in Spanish, talk about the poet, and analyze the poem. Finally, students will develop an appreciation for the creative process involved in writing poetry.

Unit Activities
These activities include the following Component Objectives: A1-A4; B1-B4; C1-C4; D1-D4.

- Students are introduced to the elements and structure of poetry. Example of elements are: el ritmo, metro, repetición, rima aliteración, anáfora, imágenes, metáfora personificación, simile, descripción, símbolos. Some examples of structure are: el soneto, heptasílabo, endecasílabo, etc.

- Students read three poems aloud, and discuss the elements and structure of the poems.

- Students bring to class their own poem in Spanish. They read the poem, and discuss the central theme. (Some examples of themes are: la libertad, el amor, la identidad, la patria, la muerte, etc.)

- Students receive a selection of poems which they read while working in groups.

- Students select a poem to memorize and analyze.

- Students recite their poems to the class, and discuss the structure, elements, and central theme. They also talk about the relationship between the poem and their visual re-creation of that poem (posters).

- Students write an original poem which undergoes a thorough editing process, and which is finally published as part of a class collection distributed to all students.
Intermediate Level III World Languages

Spanish Learning Experience – Parents, Friendship and Love

Learning Experience Outcome: Students will be able to talk about parents, family rules, friendship, and love, and compare the Hispanic culture(s) and customs on this topic.

Unit Activities
These activities include the following Component Objectives: A1-A4; B1, B4; C1-4; D1-4.

- Students learn the forms and uses of the present and imperfect subjunctive mood.
- Students, using flash cards, “encounter” situations which require them to choose appropriate expressions using the subjunctive mood.
- Students encounter situations about problems which arise between parents and children, and then give advice, and make recommendations using the present and imperfect subjunctive mood.
- Students, in groups of four, talk about family problems.
- Students, in pairs, create written scenarios about friends having problems with their parents and with school. They solicit recommendations or advice in an effort to solve the problems.
- Students learn the present perfect subjunctive mood.
- Students respond to situational prompts with correct expressions using the present perfect subjunctive.
- Students play the dating game, in which each student writes a description of himself or herself without using his or her name. All the descriptions are put in a box. Each student chooses a description and tries to pair himself or herself with the student that fits the description.
- Students converse about the differences among friendship, courtship and love.
- Students read and discuss Casa en Mango Street.
- Students watch the film My Family and write a critique in their journals.
Intermediate Level III World Languages

Spanish Learning Experience - The News

Learning Experience Outcome: Students will develop an awareness of cultural differences pertaining to news reporting in Hispanic cultures, and they will participate in the creation of a newspaper in Spanish.

Unit Activities
These activities include the following Component Objectives: A1-A4; B1-B4; C1-C4; D1-D4.

- Students are introduced to vocabulary related to the topic of the news.
- Students review irregular verbs of the preterit, imperfect and imperfect progressive tenses.
- Students, working in pairs, read a newspaper in Spanish, one from Spain and another from Puerto Rico. They discuss the different vocabulary and writing styles found in the two newspapers.
- Students watch segments of news broadcasts in Spanish, and report on the segment in their own words.
- Students access the internet in order to find and read newspapers in Spanish from around the world.
- Students select a news article, turning a copy in to the teacher. Students report on that article in their own words, and then answer questions posed by classmates.
- Students record a televised news segment from a Spanish-speaking country.
- Students report on the recorded news segment, and show the video to the class.
- Students, in pairs in the language lab, write a news article which will be edited by the instructor.
- Students write and edit a newspaper which is published in the Acronym office. The final paper should include all sections found in an authentic newspaper.
Intermediate Level III World Languages

Introduction to Japanese Learning Experiences

The following Japanese Learning Experiences are just a sample of the kinds of things that are done in Japanese 3. They are not presented here in any particular order. The Level 3 Japanese curriculum is very much a work in progress, and more Learning Experiences will be added as they are ready.

Japanese 3 includes some Learning Experiences from the Level 2 curriculum, since the Japanese program moves somewhat more slowly through the World Language Team’s generic, non-language specific curricular framework. Level 2 Learning Experiences are not represented here.

In the most general terms, Level 3 continues the patterns established at Level 1 and 2, that is to say, the main emphasis is still on spoken communication and real-world proficiency. However, students will be expected to do more reading and writing than at Level 2. Further, we will tackle some challenging ideas and grammatical structures, including such things as the passive construction (which is not much like passive in English), the verbs of giving and receiving (which reveals much about Japanese society and mindset), and Provisional, Conditional, Potential tenses.
Intermediate Level III World Languages
Japanese Learning Experience — New Year

Learning Experience Outcome:
Students will be able to create and produce New Year’s cards to send to other Japanese students.
Students will know more about the most important holiday of the year in Japan.
Students will have developed better reading skills.

Unit Activities:
These activities will include the following Component Objectives:
A1, A2, A3, A4, B2

• Students will first hear an essay about a New Year proverb read to them. Then, they will write a paraphrase in English.
• Students begin to read the same essay. They read to each other, sentence by sentence.
  • They learn a strategy for analyzing more complex written sentences. There are multiple steps:
    1) Determine if the sentence is simple or compound.
    2) Find the main predicate.
    3) Locate or supply the subject.
    4) Look for verbs or verb sentences modifying (preceeding) nouns.
• Students work at producing English translations of various sentences or of an entire paragraph, which forces them to identify the purpose and meaning of each item in the Japanese text.
• Students learn new grammatical patterns that occurred in the text, and practice them in written homework assignments.
Intermediate Level III World Languages

Japanese Learning Experience — Your Experiences

Learning Experience Outcome:
Students will be able to talk and write about whether they have the experience of having done something, i.e., whether or not they have ever done something.

Unit Activities:
These activities will include the following Component Objectives: A1, A2, A3, A4

This Learning Experience is paired with the Learning Experience called “Your Skills”

• Students learn to ask and answer questions about whether or not they have ever experienced doing something, and practice this orally in class and on written homework.

• Students learn to ask and answer questions about whether or not they have any memory of doing something, and practice this orally in class and on written homework.

• Students practice more with verbal modification of nouns (i.e., relative clause structure) and nominalization of verbal sentences.
Intermediate Level III World Languages

Japanese Learning Experience — Your Skills

Learning Experience Outcome:
Students will be able to talk and write about what they are good and not good at doing, as well as what they are and are not able to do.

Unit Activities:
These activities will include the following Component Objectives: A1, A2, A3, A4,

This Learning Experience is paired with the Learning Experience called “Your Experiences”.

• Students interview classmates to find out who is good at or not good at various things.

• Students interview classmates to find out who can or cannot do various things.

• Students pretend that they are members of a selection committee for an exchange program that sends kids to Japan for the summer. They interview classmates about their past experiences and their skills, having decided for themselves what experiences and skills they believe to be important for an exchange student to have. Then, they decide whom among the students they interviewed would be the most ideal candidate, and they write a statement or recommendation to the committee on behalf of that person.

• Students practice more with verbal modification of nouns (i.e., relative clause structure) and nominalization of verbal sentences.
Novice-Intermediate Level III Mandarin Chinese

Introduction to Mandarin Learning Experiences

The following Mandarin Learning Experiences are a sample of what students will learn in Mandarin Chinese III. They are not presented here in any particular order. This is the first draft of the Level III Mandarin curriculum: it is very much a work in progress. Some Learning Experiences may be revised after the first year of implementation.

Mandarin Chinese is a Category III language for native speakers of English, according to the Foreign Service Institute of the U. S. Department of State. Therefore, the Mandarin Chinese program is expected to move at a slower pace than the majority of the other language programs offered by the World Language Team. Students entering Level III Mandarin are at about the novice-mid level on ACTFL’s proficiency scale. The Level III Mandarin curriculum follows the WL curriculum framework: it will take longer for students to achieve the equivalent level of proficiency as their Level III peers studying a Western language. The content of the topics may be the same, but it will be adjusted to the students’ proficiency level. Some Learning Experiences from the WL Level II curriculum will not be introduced until Mandarin III.

In Mandarin Chinese III, students will be exposed to authentic material such as movies, short films, soap operas, and children’s story books and animation. Students will continue to learn colloquial expressions used in the modern Mandarin-speaking world. Students will also have opportunities to compare their own culture with Chinese culture through reading short stories and fables. Major Chinese holidays and festivals will also be incorporated into the curriculum. Students will compare and replicate classical and modern Chinese as a spoken art form in order to develop an appreciation of the Chinese culture and language.
Novice-Intermediate Level III Mandarin Chinese

Mandarin Learning Experience – School Has Begun

Learning Experience Outcome: Students will learn to talk about summer break activities, school life, the process of applying for colleges, and personal experiences studying Chinese at IMSA.

Unit Activities:
These activities include the following Component Objectives:
A1 - A4; B2 - B5; C1 - C6; D1 - D8

- Students review previously learned vocabulary and grammar.
- Students refine and perfect their Mandarin pronunciation and tones through, for example, tongue twisters, nursery rhymes, and poems.
- Students learn more time expressions and time adverbs to describe actions in different time aspects (past, progressive, perfect, etc.).
- Students talk and write about where they went, what they did, and what they enjoyed doing the most during the summer break.
- Students conduct class polls on how many hours they spend doing various activities including how many hours they sleep daily, how many hours they study and/or do homework daily, how much time they spend surfing the internet or doing online social networking, etc..
- Students learn to report their findings from the class polls in mathematical terms (on average, percentage, range, etc.)
- Students learn how to describe the traits of Mandarin and discuss what they think is the most difficult aspect in learning Mandarin.
- Students trade Mandarin learning strategies and share what has worked and what has not worked for them while learning the language.
- Students prepare a short speech about their personal experiences learning Mandarin at IMSA.
Novice-Intermediate Level III Mandarin Chinese

Mandarin Learning Experience – Travel, Tourism, & Countries/Cities: China, Taiwan, & Singapore

Learning Experience Outcome: Students will learn about travel and tourism as it relates to Mandarin-speaking cities.

Unit Activities:
These activities include the following Component Objectives:
A1 - A4; B2 - B5; C1 - C6; D1 - D8

- Students locate major Mandarin-speaking cities on a map of the world and of China.
- Students use the internet to explore key historic sites and attractions.
- Students produce a booklet or travel brochure on a specific city, using the information they gathered from web sites.
- Students exchange information about their cities, so that all students develop a better understanding of the Mandarin-speaking countries and cities.
- Students describe weather conditions in these countries and cities in each of the four seasons and give a weather report for one of the cities.
- Students plan for a class trip to China and make a packing list.
- Students follow instructions for filling out a passport and boarding an airplane.
- Students ask and answer questions about clothing preferences and make comparisons of clothing items.
- Students create and perform skits on bargaining when shopping at a night market.
- Students role-play situations at the airport, a hotel, the subway station, in a taxi, or in a shop.
Novice-Intermediate Level III Mandarin Chinese

Mandarin Learning Experience – Celebrations, Festivals, and Traditions

Learning Experience Outcome: Students will learn the practices, artifacts and perspectives of the major holidays and festivals celebrated in the Chinese speaking world. They will understand the concept of culture through comparisons with their own culture.

Unit Activities:
These activities include the following Component Objectives:
A1 - A4; B2 - B5; C1 - C6; D1 - D8

- In Chinese Ghost Culture, students learn to tell stories using conventional Chinese storytelling techniques. Students learn about Chinese beliefs, and rituals relating to ghosts, deceased ancestors or other spirits. Students also make comparisons between Halloween and the Chinese Ghost Festival.

- In the Mid-Autumn Festival (SenderId) project, students actively engage in decision-making processes that initiate individual learning and encourage independent thinking.
  1) Students decide on how many characters and what phrases to introduce to the class.
  2) Students present their findings on traditions and customs, perform a play based on legends or stories, and in small groups teach the class about the Moon Festival.
  3) Students create a rubric for assessing their own understanding on this topic and on their oral presentation.

- In the Spring Festival (SenderId) or Chinese New Year (SenderId) project, students follow the format of the Mid-Autumn project and collaboratively learn about this most important holiday of the year in the Chinese speaking world.
  1) Students learn the customs, taboos, food, auspicious words/phrases, and music/songs that are associated with this holiday.
  Students learn “ba-construction (把字句), one of the grammar structures in the Chinese language that is difficult for English speakers to master. Students apply the “ba-construction“ when making Chinese dumplings.
General Assessment Plan for All Learning Experiences

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