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

The World Languages Program at The Illinois Mathematics and Science Academy (IMSA) offers formal learning experiences in five languages: French, German, Japanese, Russian, and Spanish. The scope of study entails courses at the Introductory Level (I and II), Intermediate Level (III), Advanced Level (IV and V), and individual pursuits through Inquiry, and Independent Study. Prior to enrollment at IMSA, many students have already begun formal study of a 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 developed and designed the scope and sequence of foreign language study at IMSA. There is consistency and coherence in curriculum, instruction, and assessment across all five languages, while still allowing for the inherent uniqueness of each language, and individual differences in teaching styles. In order to understand foreign language learning at IMSA, we recommend observation of or participation in a class. But there are several documents that 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 Language 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 of Learning Experience Designs (LEDs) and Learning Experiences (LEs). At present Advanced Levels of World Languages are offered in French, German, and Spanish. The Advanced Level IV-V guide is divided into the following sections:

I. Overview
II. Introduction
III. LEDs: Reading, Writing, Listening, and Speaking (applicable to all languages)
   A. Learning Experience Outcome
   B. Component Objectives (aligned with SSLs)
IV. LED: Slice of Time (applicable to all languages)
   A. Learning Experience Outcome
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V. FRENCH LE: Slice of Time
   A. Life in the Middle Ages and Renaissance
   B. French Presence in Indochina
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VI. GERMAN LE: Slice of Time
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VII. SPANISH LE: Slice of Time: Early Spain

VIII. LED: Visual Thinking (applicable to all languages)
   A. Learning Experience Outcome
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IX. FRENCH LE: Visual Thinking (Year One and Year Two)

X. GERMAN LE: Visual Thinking

XI. SPANISH LE: Visual Thinking

XII. LED: Science and Ethics (applicable to all languages)
   A. Learning Experience Outcome
   B. Component Objectives (aligned with SSLs)
   C. Assessment Plan

XIII. FRENCH LE: Science and Ethics

XIV. GERMAN LE: Science and Ethics (Year One and Year Two)

XV. SPANISH LE: Science and Ethics

XVI. IMSA WL 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. 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. 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.

The Advanced Level IV-V World Languages curriculum builds upon the Introductory and Intermediate Levels. It is aligned with IMSA’s World Language Learning Standards and with IMSA’s Standards of Significant Learning.

Learning Experience Designs (LEDs) are presented for each of the four language skills (reading, writing, listening, and speaking). It is
understood that these skills are never taught in isolation; however, it is useful to show how each of these skills is addressed at this level of language learning.

Because we believe that meaning is constructed through interconnections, we have chosen to articulate three additional LEDs which, by their very nature, demand that learners make interconnections. We have chosen to name these three LEDs:

a) Slice of Time  
b) Visual Thinking  
c) Science and Ethics

These LEDs are flexible; they can vary in scope and sequence. Furthermore, they can be integrated one with the other, and can be applied to various languages and to other disciplines as well.

Finally, language-specific LEs are included in order to demonstrate how the Advanced Level IV-V Language Course is taught at IMSA in three languages (Spanish, French and German). A language teacher or teacher of another discipline could adapt any or all of the LEDs (and LEs) to the needs of students, disciplines and academic communities.
Advanced Level IV-V World Languages
Learning Experience Design - Reading

Learning Experience Outcome:
Students will continue to develop their reading skills by continuously building upon and refining previously acquired reading skills.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

• develop automaticity in the reading skills and processes that support and enable the reading of complex texts. (SSL: I.A)

• approach a native reader's ability to extract meaning from a text even when they do not understand every word. (Bottom up vs. top-down approach)

• read texts that include time periods other than the present.

• appreciate the cultural and grammatical implications of passive vs. active voice.

• read and comprehend the different tenses of the subjunctive and/or conditional mood when reading authentic texts.

• read and comprehend authentic texts which are of a sophisticated enough level to include advanced grammatical structures (i.e. relative pronouns, demonstrative pronouns, passe simple, etc.) [Language-specific structures are noted in the LEs of each language].

• understand the use of indirect discourse, as it appears in reading selections.

• read and understand texts that are technical in content.

• recognize styles of writing, purpose of the author and the intended audience. (SSL:IV.C)

• distinguish between and develop an aesthetic awareness of various literary genres. (SSL: IV.D)

• construct questions which help them to further their understanding. (SSL:I.B)
• evaluate the relevance of information on at least two levels: a) determine what elements are essential in order to extract meaning from text; and, b) determine what is fact and what is opinion. (SSL: I.D)

• understand complex texts on a deeper level by making connection within and among areas of knowledge. (SSL: III.B)

• arrive at the "beautiful conceptions" that give coherence to structures of thought because they will be reading texts within a larger context (social, historical, cultural, political, etc.) (SSL: III.C)

• identify unexamined cultural, historical and personal assumptions and misconceptions that impede and skew comprehension. (SSL: II.A)

• find and analyze ambiguities within any set of textual, social, physical, or theoretical circumstances. (SSL: II.B)
Advanced Level IV-V World Languages
Learning Experience Design - Writing

Learning Experience Outcome:
Students will continue to build upon previously acquired writing skills, and will develop new skills using advanced grammatical structures and greater breadth of vocabulary.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

• demonstrate competency in the use of advanced grammatical structures, by incorporating them into their writing.

• write using compound tenses, including, but not limited to, the subjunctive and conditional moods as these are reflective of the higher cognitive skills such as hypothesizing (language competency guidelines from ACTFL).

• use indirect discourse, as they develop their ability to paraphrase.

• write in passive as well as active voice.

• write effectively in various rhetorical modes, linked to specific purposes and directed toward a specific audience: expository, narrative, persuasive, etc. (SSL: I.D)

• construct meaning and give coherence to structures of thought through writing (SSL: III.C)

• utilize process writing for extended writing assignments: brainstorming, associograms, rough drafts, peer editing, revision, final drafts.

• develop automaticity in writing (through journal entries, quick-writes, etc.). (SSL: I.A)

• write questions, formulated for investigative, reflective purposes in the pursuit of knowledge and understanding. (SSL: I.B)

• incorporate quantitative data into pieces of writing that are scientific in focus, through the use of bar graphs, Venn diagrams, charts, etc. (SSL: I.C)
• identify, through writing, previously unidentified cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry. (SSL: II.A)

• demonstrate competency with technological tools available to facilitate writing and research. (SSL: III.A)

• recognize, pursue, and explain substantive connections within and among areas of knowledge, via journal writing and/or thinking logs. (SSL: III.B)

• write about ethical issues as reflected through the examination of personal lifestyle and material presented in the curriculum. (SSL: V.B-C)
Advanced Level IV-V World Languages

Learning Experience Design - Listening

Learning Experience Outcome:
Students will continue to build upon previously acquired listening skills, and develop new skills reflecting comprehension of advanced grammatical structures and greater breadth of vocabulary.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

• comprehend the speech of native speakers, speaking at a normal rate of speed, in most situations. (Students will not be expected to completely understand two native speakers, using an excessive number of slang terms or technical language: ex. two teens using street language, two doctors discussing a medical procedure). (SSL: I.A)

• construct meaning and give coherence to structures of thought, practicing “active listening” skills. (SSL: III.C)

• identify the specific purpose of the speaker: expository, narrative, persuasive, etc. (SSL: I.D, IV.A-D)

• identify, through listening, previously unidentified cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry. (SSL:II.B)

• use technology designed to facilitate and improve their aural proficiency (language lab, cassettes, video cameras, etc.). (SSL:III.A)

• listen to and comprehend discussions about ethical issues as reflected through the examination of personal lifestyle and material presented in the curriculum. (SSL:V.B-C)

• demonstrate an understanding of questions, formulated for investigative, reflective purposes in the pursuit of knowledge and understanding. (SSL: I.B)

• distinguish between different dialects and/or regional accents of the target language.
Advanced Level IV-V World Languages

Learning Experience Design - Speaking

Learning Experience Outcome:
Students will continue to build upon previously acquired speaking skills, and develop new skills that incorporate advanced grammatical structures and greater breadth of vocabulary.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

• speak utilizing compound tenses, including, but not limited to, the subjunctive and conditional moods as these are reflective of the higher cognitive skills such as hypothesizing (language competency guidelines from ACTFL).

• use advanced grammatical structures, by incorporating them into their speaking.

• use indirect discourse, as they develop their ability to paraphrase orally.

• speak, using passive voice structures.

• speak effectively in various rhetorical modes, linked to specific purposes and directed toward a specific audience: expository, narrative, persuasive, etc. (SSL: I.D, IV.A-D)

• ask questions, formulated for investigative, reflective purposes in the pursuit of knowledge and understanding. (SSL: I.B)

• construct meaning and give coherence to structures of thought, through oral discourse. (SSL: III.C)

• identify previously unidentified cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry as they engage in small and large group discussions and debates. (SSL: II.A)

• use technology designed to facilitate and improve their oral proficiency (language lab, cassettes, video cameras, etc.). (SSL: III.A)

• recognize, pursue and explain substantive connections within and among areas of knowledge, via directed class discussions. (SSL: III.B)
• speak about ethical issues as reflected through the examination of personal lifestyle and material presented in the curriculum. (SSL: V.B-C)
"Slice of Time" is an interdisciplinary approach to the study of a selected period of history. It will be apparent, after reading the selected Learning Experiences (LEs), that the "Slice of Time" concept can begin with a piece of literature, a film, a historical period, an art movement, etc. as a focal point. The LE can vary greatly in duration, extending anywhere from two weeks to a full semester or even to an entire year.

**Learning Experience Outcome:**

Students will learn that disciplines are interconnected, that artists and authors do not create in isolation, and that all societal domains are interrelated.

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

**Students will be able to:**

- read and understand literary selections from a specific historical period.  
  (SSL: A.1)

- utilize biographical information to increase their understanding of authors, artists, scientists, etc. who lived during that time.

- observe, describe and interpret the influences that society, technology, science, art, music, politics, economics, psychology, philosophy, religion, etc. had on authors, artists, philosophers, inventors and scientists of that time.  
  (SSL: I.C, III.A, IV.C)

- formulate questions that will help them arrive at a deeper understanding of the particular "slice of time." (SSL: I.B)

- recognize and explain how one discipline affects others. (SSL: III.B, IV.C)

- role-play various biographical figures from the designated period.

- express in written and spoken language their response to the "slice of time," utilizing objective reasoning as well as open-ended creative expression.  
  (SSL: III.C)
• listen to, paraphrase and respond to the ideas and opinions of others.

• immerse themselves in the "slice of time" and continually examine their misconceptions, their cultural biases and how these attitudes affect their interpretations and understanding of the period. (SSL: II.A)

• contemplate various (and sometimes conflicting) data, and then weigh perceptions, facts, and opinions in order to make informed judgements. (SSL: I.D, II.B, IV.A)

• use technology to research and write about the "slice of time" (word processing, internet, films, cassettes, hyper-stack). (SSL: III.A)

• draw analogies and recognize influences of this “slice of time” on the corresponding one in their native culture.
Advanced Level IV/V World Languages

SLICE OF TIME
ASSESSMENT PLAN

Feedback: Students will be assessed regularly on class performance and homework. The assessment process is reflective and iterative. The teacher provides feedback on student work; and the student engages in self-assessment. The student develops strategies for improvement as a result of the teacher's feedback and the student's self-assessment.

Discrete item tests will serve to inform the students whether they have mastered the language information necessary for accurate communication.

Although grades are assigned, the emphasis will not be on grades per se, but rather on feedback in areas requiring improvement. Generally the 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.

Methods: Forms of assessment may include journal reflections, quizzes, essays, skits, panel discussions, small and large group discussions, and written evidence of research. Students demonstrate progress toward understanding of the "slice of time" by:

- accurately describing (in written and in spoken language) what they see in a work of art, a piece of literature, a musical composition, a scientific discovery, a example of architecture, etc.

- identifying and discussing (in written and spoken language) elements of fields of art, music, literature, science, history, philosophy, religion, economics, etc.

- demonstrating an ability to ground their interpretations in data, gathered through observation and research
• conveying, in writing, a personal reaction to an element within the "slice of time" (dialogue, poetry, narrative, etc.)

• accurately paraphrasing (orally or in writing) the ideas and opinions of those who lived during the "slice of time"
Learning Experience Outcome: Students will learn about life in the Middle Ages and early Renaissance in Europe. They will explore the question of identity and the individual, especially as it presents itself in the study of Cyrano and Martin Guerre.

Unit Activities

- Students view several films relating to life in Europe in the Middle Ages and early Renaissance (to include Castle by David McCauley, Cathedral by David McCauley, 2 volumes from the video series on the History of Western Civilization and possibly a video about art from that time period).

- Students work individually or in small groups to fill out worksheets, related to the videos.

- Students read and discuss excerpts from selected books, including Life in a Castle and The Life of a Medieval Woman.

- Students view one of the following videos: Mont Saint Michel, Notre Dame Cathedral or Castles of the Loire. They write journal reflections and engage in small group discussions about the videos.

- Students review the following grammatical structures: conditional sentences (including conditionnel passé and the plus-que-parfait); subjunctive and past subjunctive; the passive voice.

- Students are assessed on mastery of verb conjugations.

- Students view at least one of the following videos and write journal reflections about the film(s) of their choice: In the Name of the Rose, Lion in Winter, A Man for All Seasons, Champ d’honneur, The Three Musketeers.
• Students read excerpts from *Les Trois Mousquetaires* by Alexandre Dumas.

• Students write an essay about life in the Middle Ages or Renaissance in France, utilizing conditional and subjunctive tenses, as well as the knowledge and vocabulary they have acquired in their research and class discussions. Some examples of the essay include:
  
  – a typical day in a castle
  – the renovation of a castle
  – adventures as a musketeer
  – a honeymoon in a castle
  – a stay with the "chatelaine" of a castle
  – the journal entries of a soldier
  – the diary of a nun in a convent
  – what a time traveler saw and experienced during his/her stay in France in a given year
  – a typical day in the local village
  – a dialogue with Galileo, Newton, Pascal or other scientists, writers, philosophers, or theologians of the time

• Students read excerpts from the historical account of *The Return of Martin Guerre*, by Davis.

• Students view the film *Le Retour de Martin Guerre*. Prior to viewing the end of the film, students speculate in writing and in class discussions about the outcome of the trial.

• Students write a final essay, related to the film *Le Retour de Martin Guerre*. Students may choose from a list of topics or receive prior approval for a topic of their choice.

• Students re-enact the trial of Martin Guerre.

• Students read the play, *Cyrano de Bergerac*, by Edmond de Rostand. At the same time, they view the film *Cyrano de Bergerac*. Because the film follows the play very closely, and because the play is very challenging to read, students view film clips which
coincide with each act of the play. Portions of the film may be viewed with or without subtitles, as appropriate. After reading the play, students view the film in its entirety.

- Students write daily reflections in their journal related to the text of *Cyrano*.

- Students write specific personal reflections wherein they make connections between the experiences of the characters in *Cyrano* and 20th century experiences that are similar or dissimilar.

- Students compose two love letters in the writing style as those in the play.

- Students work in pairs to illustrate and orally present the various types of noses described in Act II.

- Students illustrate through small group presentations the various methods of lunar travel presented by *Cyrano*.

- Students write a final essay chosen from a list of suggested topics.
Advanced Level IV-V World Languages

French Learning Experience - Slice Of Time
French Presence in Indochina

Learning Experience Outcome:
Students will begin to understand the role of France as an imperial power in the second 1/2 of the 19th century through the first 1/2 of the 20th century. During one year of the 2-year Advanced French curriculum, students will concentrate on France in southeast Asia (Indochina). During the other year, students will examine French presence in Africa.

Unit Activities

• Students examine the socio-political and economic climate in France in the late 1800's and begin to determine why and how France became involved in Indochina. Initially, teachers from the Social Science Team may participate in and aid this investigation.

• Students debate the pros and cons of France's involvement in Indochina, by considering the ethical, political and economic ramifications of this issue.

• Students compare architectural structures built in Indochina during this period with pre-existing structures in both Indochina and Europe. Climatic, economic and social influences are to be considered.

• Students examine and discuss the economic, political, social and educational structures that France imposed in Indochina. They also examine evidence of French influence in Indochina today.

• Students examine and discuss the role of wealthy and/or politically powerful Asians who collaborated with imperial France.

• Students, using the technology of the internet, interview individuals from Southeast Asia who can speak to the influence of France in Indochina.
• Students may participate in a community celebration of Asian culture, by sharing literary selections written in French by Asian writers.

• Students examine Asian influences on France and French culture today. Topics may include:
  – Asian immigration
  – gastronomy
  – Paris' "Chinatown"
  – the role of Asian immigrants in the French economy

• Students study and discuss the attitude of the French toward immigrants, in general, and from Southeast Asia, in particular. (Again, students access much of this information using the technology of Internet.)

• Students study the Asian community in France, its identity, its integration into French culture and its attitudes towards its adopted country.

• Students compare Asian communities in the United States with those in France.

• Students view the film, Indochine.

• Students study the contributions of Southeast Asians to the worlds of science, technology, music and art.

• Students maintain a journal throughout this study. Journal entries include notes from research, and personal reflections and reactions.

• Students present orally on various topics of discovery.

• Students study the nature of France's withdrawal from Southeast Asia, including the political arrangements made with the United States for continued western presence in the area.

• Students examine the presence of France in La Nouvelle Calédonie (a D. O. T. = territoire d' outre-mer) and La Reunion (a D.O.M.= département d'outre-mer), historically and presently. Students try to
determine why France's presence in these two regions manifested itself in such a different manner.

- Students speculate on what life would have been like without the presence of imperial France in Southeast Asia.
Advanced Level IV-V World Languages

French Learning Experience - Slice Of Time
French Presence in Africa

Learning Experience Outcome:
Students will extend their knowledge and understanding of the francophone world, as acquired in Levels I - III French: the geographic study of Francophonie (I), francophone poetry (II), francophone cultures (III). If students are in their second year of Advanced French, they will have already studied French presence in Indochina. These learning experiences will complement and extend their understanding of France as a former colonial power and as a member of the francophone world (la Francophonie) today.

Unit Activities

• Students learn about France as an imperial power in Africa. Teachers from the Social Science Team may provide input.

• Students examine, write about and discuss the literary movement known as "la négritude." Essays, interviews and literary selections will be included.

• Students compare architectural structures built in Africa during French colonial rule to pre-existing structures in both Africa and Europe. Climatic, economic and social influences will be considered.

• Students examine and discuss the economic, political, social and educational structures that France imposed on French Colonial Africa. They also examine evidence of continued French influence on the African continent today.

• Students, using the technology of the internet, interview individuals from various countries in Africa, as well as Africans presently living in France, who can speak to the influence of France in Africa.

• Students participate in the community-wide celebration of African American culture, by sharing literary selections written in French by Africans and/or African Americans.
• Students discuss the pros and cons of France's involvement in Africa. (Students consider the ethical, political and economic ramifications of this issue.)

• Students view the films Chocolat and D'outre-mer. They will consider the theme of French Imperialist presence in Cameroon and in Algeria, as reflected in the films. Reflections are written and oral.

• Students examine African influences on France and French culture today. Topics may include:
  - immigration
  - gastronomy
  - religion
  - politics
  - economy
  - music
  - fashion

• Students study and discuss the attitude of the French toward immigrants, in general, and from African countries, in particular. (Again, students access much of this information using the technology of Internet, as well as French and African periodicals and books).

• Students maintain a journal throughout this study. Journal entries include data, notes from research, personal reflections, and observations.

• Students discuss the nature of France's withdrawal from various countries in Africa, including the resulting political conflicts and the economic repercussions for those countries today.

• Students learn about political leaders, writers, artists, and musicians who are from African countries where French is spoken. (Input will be from written selections as well as video and audio cassettes.)

• Students read Une si longue lettre, a novella by Mariama Bâ, a Senegalese woman. They will
consider cultural issues facing African women, especially the question of polygamy.

• Students may visit the African Art galleries at the Art Institute.

• Students may visit the exhibit on French-speaking Africa at the Field.
Advanced Level IV-V World Languages

French Learning Experience - Slice Of Time
Questions of Identity, the Individual, and Existentialism

Learning Experience Outcome:
Students will develop an understanding of the existentialist movement, its place in history and literature, its origins in scientific discoveries and religious thought, and its impact on the sense of the individual in the 20th century. These learning experiences build on the themes of identity and the individual that were considered in the studies of life in the Middle Ages and Renaissance. Students will also make connections to the Learning Experience: Visual Thinking. During one year of the two-year curriculum, students will read L'Etranger by Albert Camus. During the other year, students will read Les Jeux sont faits by Jean-Paul Sartre.

Unit Activities

- Students view the video lecture by Mr. Hollenbeck, former History/Philosophy teacher from Lyons Township High School, La Grange, IL, on the origins of existentialism. They will take notes.

- Students read excerpts from the Encyclopedia of Philosophy on the topic of existentialism.

- Students discuss what they have learned about existentialism in their English and Social Science classes, including what novels and short stories they have read previously.

- Students study and react in writing to several terms related to existentialism.

- Students write daily journal entries which reflect their reactions to and comprehension of existentialism and existentialist pieces of literature.

- Students write their personal reflections on the question of capital punishment.

- Students read an essay by Camus on "Capital Punishment."
• Students write a second journal entry on capital punishment following the reading of Camus' essay.

• Students read, discuss and reflect in writing about contemporary articles concerning capital punishment (e.g. O.J. Simpson and Susan Smith).

• Students read and discuss L'Etranger (Year One).

• Students engage in a role play activity, set in a courtroom. The problem before them will be the necessity of choosing one of 6 convicted criminals for early release from prison.

• Students write a final essay, chosen from a list of topics related to L'Etranger, questions of identity, and existentialism.

• Students read and discuss Les Jeux sont faits (Year Two).

• Students view and discuss the film Les Jeux sont faits.

• Students hypothesize and write a new ending to the story Les Jeux sont faits.
Advanced Level IV-V World Languages

French Learning Experience - Slice Of Time
Questions of Religion, War and Death,
and the Loss of Innocence

Learning Experience Outcome:
Students will explore the themes of religion, war and death, and the loss of innocence as seen through three important French films. Students will share personal experiences related to this topic.

Unit Activities

- Students read and discuss excerpts from Marguerite Duras' Hiroshima mon amour and selected poems about WWII.

- Students may view and reflect upon the film, Hiroshima mon amour.

- Students view and discuss the films, Les Jeux Interdits and Au revoir les Enfants.

- Students, in small and large groups recount the plots of the films, and brainstorm a list of themes which are prevalent in the two films (children's perception of religion, war and death, the loss of innocence).

- Each student identifies a particular theme which s/he feels is an important component in one or both of the films. S/he will explicate the theme, cite several instances from the film(s) which support said theme, draw conclusions, make connections to contemporary situations which serve to further understanding of the theme and conclude with personal reflections.

- Students write journal entries in the process of organizing their reflections.

- Each student, during a final student-teacher conference, presents his/her selected theme and responds to questions posed by the teacher.
Advanced Level IV-V World Languages

Spanish Learning Experience - Slice Of Time
Early Spain

Learning Experience Outcome:
Students will develop an understanding of life in Early Spain as experienced by three major ethnic groups: the Moors, the Jews, and the Christians. They will also examine the impact of the Inquisition and the political events which led to Columbus’ voyage.

Unit Activities

• Students study and discuss life in Spain before the "discovery" of America by Columbus. They focus on the daily life of the three major ethnic groups who lived on the peninsula at that time: the Moors, the Jews and the Christians.

• Students explore maps that trace the steps of each group’s migration to the peninsula.

• Students begin by examining the origins of the Iberian peninsula, and study the contributions made by the Romans and the Visigoths. They read the respective unit in the text: Civilizacion y cultura. Additional supplementary readings are from Perspectivas culturales de Espana and appropriate articles from the Quincentenary Edition of the magazine, History Today.

• Students continue with a study of the Moorish culture and its contribution: architecture, mathematics, art and science. The same sources will be used and consulted.

• Students view examples of Moorish architecture. They study the design, the decorations (i.e., tiles) and the interior. They concentrate on El Alhambra in Granada, tracing its historical importance throughout the centuries.

• Students discuss Moorish architecture, including dimensions and construction materials. They reflect
on the questions: How was it possible to achieve such construction without modern technology? How would this architecture be accomplished today?

• Students study the contributions made to Spanish culture by the Jewish community, and its influence on music, literature and the economy.

• Students explore the contributions of Maimonides to mathematics and philosophy.

• Students read poetry and listen to music that contain the influences of the Sephardic culture.

• Students maintain a journal throughout the reading and research. Journal entries recreate the daily life activities of each group.

• Students are divided into the three groups: Moors, Jews and Christians. They are responsible for role-playing interactions within their group and in relation to the two other groups.

• Students give presentations and demonstrations in one of the areas studied (e.g., a "Moorish" student may teach the class how to paint tiles; a "Christian" group can re-enact a scene from life in a castle; a "Jewish" student may recite a Sephardic poem with the appropriate musical accompaniment).

• Students study the political and historical events that led to the gradual dissolution of this utopia-like existence, and which culminated in the Inquisition and the expulsion of the Moors and the Jews.

• Students, remaining in the "culture" on which they have focused, reflect upon these events in their journals. The journal entries will be shared in class.

• Students discuss how much more their group contributed to Spain than the other.

• Students debate whether Spain should have funded Columbus' voyages to "India".
• Students discuss the Inquisition: its necessity and its longer impact on "New Spain", i.e. Latin America.

• Students explore and trace the steps of the Moorish and Jewish exodus.

• Students speculate on what life would have been like without the Inquisition, without the "discovery" of America, and without mass exodus of the Moors and the Jews. The speculations will be in the form of debates in personal journal reflections.

Bibliography


Advanced Level IV-V World Languages

Learning Experience Design - Visual Thinking

The Visual Thinking" Learning Experience Design is based on the belief that art is essential to people's lives and is an invaluable tool in education. The study of art involves careful observation and analysis of what one sees. It also encourages deductive reasoning, as well as speculation about possible meanings. It requires both interpretation and judgement. (Excerpted from material written by Amelia Arenas, Abigail Housen, and Philip Yenawine for The Museum of Modern Art's Education Department)

Learning Experience Outcome:
Students will develop skills of observation and critical thinking, thereby also developing an understanding of and appreciation for art.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

• observe, describe and interpret visual information. (SSL: I.C, III.C, IV.A)

• compare and contrast works of art. (SSL: IV.A, C-D)

• encounter art through the use of traditional and technological resources. (SSL: III.A)

• develop critical and creative thinking skills. (SSL: I.A-D, II.A-B, IV. A, C-D)

• ask questions, gather clues, build evidence, and frame conclusions. (SSL: I.B-D, IV.A)

• express in written and spoken language their response to works of art, utilizing objective reasoning as well as open-ended creative expression. (SSL: III.A-C, IV.A-D)

• listen to, paraphrase and respond to the ideas and opinions of others. (SSL: I.A-D, II.A-B, V.A)

• recognize and build upon their prior visual knowledge and aesthetic experience. (SSL: III.B-C, IV.C-D)
• begin a process of inquiring about the intentions of the artists, and the way art can be a key to understanding other people, places and times. (SSL: I.B, II.A, III.B-C, IV.A, C-D)

• contemplate various (and sometimes conflicting) data, and then weigh perceptions, facts, and opinions in order to make informed judgements. (SSL: I.A-D, II.A-B, IV.A, C-D)

Addendum: Dr. Lillian Katz, Professor at the University of Illinois and author of several books, has noted that we do not adequately develop the powers of observation. She has worked closely with preschools around the world, but particularly in Italy, helping teachers and students to develop what we have here called "visual thinking". These skills and habits of mind can be taught using nature (i.e. the outdoors), instead of works of art. Such a unit would have the additional advantage of making students and teachers much more aware of the environment.
Advanced Level IV/V World Languages

VISUAL THINKING
ASSESSMENT PLAN

Feedback: Students will be assessed regularly on class performance and homework. The assessment process is reflective and iterative. The teacher provides feedback on student work; and the student engages in self-assessment. The student develops strategies for improvement as a result of the teacher's feedback and the student's self-assessment.

Discrete item tests will serve to inform the students whether they have mastered the language information necessary for accurate communication.

Although grades will be assigned, the emphasis will not be on grades per se, but rather on feedback in areas requiring improvement. Generally the 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.

Methods: Forms of assessment may include journal reflections, quizzes, essays, skits, panel discussions, small and large group discussions, and written evidence of research. Students will demonstrate progress toward visual thinking by:

• accurately describing (in written and in spoken language) what they see in a work of art

• identifying and discussing compositional and technical elements

• demonstrating an ability to ground their aesthetic interpretations in the work of art

• conveying a personal reaction to a work of art via written communication (dialogue, poetry, narrative, etc.)

• accurately paraphrasing (orally or in writing) the ideas and opinions of their peers
Advanced Level IV-V World Languages

French Learning Experience - Visual Thinking
Year One

Advanced Level French is a two-year curriculum. Learning experiences for visual thinking will be included for each of the years.

**Learning Experience Outcome:** Students will develop visual thinking skills by observing, describing, and responding, orally and in writing, to works of art. Students will engage in creative expression and begin to develop an aesthetic awareness.

**Unit Activities**

- Students acquire vocabulary appropriate to this Learning Experience.

- Students observe works of art in a gallery setting (in a museum or in a classroom-created gallery). If the "gallery" is in the classroom, appropriate background music will be provided to enhance the aesthetic experience.

- Students describe works of art, orally and in writing, in pairs and in small group interaction. Initially, students may focus on one aspect of the painting (i.e. color, form, brushstrokes, theme).

- Students respond, in written and spoken French, to questions such as "What do you see? What is happening here? What else? What do you see that makes you say that, etc."

- Students ask questions of other students pertaining to selected works of art.

- Students act as facilitators of small group discussions.

- Students write an original piece (dialogue, narrative, poem, ghost story, etc.) using selected vocabulary that pertains, unbeknownst to them, to a particular work of art. Then, students read the creative pieces aloud while sitting before the selected work of art,
enabling classmates to see connections among the various aesthetic experiences.

- Students choose a painting of particular personal significance and generate a list of vocabulary, following a predetermined format. They then write an autobiographical piece, using selected vocabulary from their personal list.

- Students work in pairs: one student describes a work of art while looking at it and using specific vocabulary pertaining to space, texture, colors, shapes, lines, etc. The second student, unable to see the work of art, recreates it according to the first student's instructions. Students then compare the two “works of art”.

- Students paint/draw an abstract self-portrait which they must describe and explain in a written essay, and possibly, aloud in small groups. (An additional activity might be to have students guess who belongs to which portrait; however, the teacher must make this determination based on the make-up of the class.)
Advanced Level IV-V World Languages

French Learning Experience - Visual Thinking/Slice of Time
Year Two

Learning Experience Outcome:
Students will continue to develop visual thinking skills, creative expression, and aesthetic appreciation. In this Learning Experience, students will combine visual thinking skills with a “slice or time” approach wherein art will be examined within a historical context.

Unit Activities

• Students acquire (or review) vocabulary appropriate to this Learning Experience.

• Students write and discuss responses to the following questions:
  – What constitutes an art movement?
  – What influences an art movement?
  – What would one need to study in order to understand an art movement?

• Students, in groups, research an art movement. They utilize various resources, including The Art Institute of Chicago, a "visit" to the Louvre and the Musee d'Orsay in Paris via Internet, art history texts, videos and slides, as well as historical and literary texts, and musical sources. The purpose of the research is two-fold:
  – to understand a particular art movement
  – to convey to the class their group's understanding of what constituted that particular movement

• Students convey results of research via written or oral reports, role-playing, original games, etc.

Ex.: a day in the life of an artist
a dialogue between an artist and spouse
a dialogue between and artist and his/her psychologist
a dialogue between the artist and a person or object in his/her painting
a conversation between various people in a painting
several artists discussing their art
a collaborative effort between an artist and a contemporary poet or
musician
a dialogue between an artist and his/her student
an artist-led atelier for the class
an original video tour of an art "gallery"
a panel discussion among artists, writers, politicians, scientists, and
musicians of a specific period

• Students, after becoming familiar with many different
art movements, categorize examples of art, placing
them into the appropriate movement. Students also
identify art movements chronologically.

• Students engage in a problem-based learning
situation that requires observation, data analysis and
synthesis leading to reasoned decisions reflecting
ethical and/or aesthetic standards, actions and
judgment:

1. Students form a team of French and American museum curators
whose task is to select and reject works of art for a specified
exhibit.

   Ex. What should be selected for a Modern Art exhibit? a
       Classical Exhibit? a Romantic Exhibit?

   Ex. What should be included in the standing exhibit of a newly-
       formed innovative elementary school? high school?

2. Students form a team of advisors from the National Education
Association and the U.S. government to make recommendations
and approve grants for specific art initiatives. One or more students
may act as official advisors from the Ministry of Culture of France.

   Ex. Should taxpayers' money be spent in this way? How does
       one know that this is art? Is there redeeming social value
       inherent to the work? Is it elitist?

• Students paint/draw an original picture using provided
art supplies. (Depending on the goals, students may
be asked to paint in a certain style, with certain
materials, indoors or outdoors, etc.)
• A class may decide to choose one art movement/period and research it in depth, culminating in a cabaret, salon, or other social event that brings together the scientists, artists, musicians, inventors, politicians, theologians and writers of that time. Students would role-play the various people. It may be advisable to have a designated topic or issue to discuss at this event.

• Students record daily reflections in their journals, throughout the study of visual thinking and visual thinking within a historical setting,
Advanced Level IV-V World Languages

German Learning Experience - Visual Thinking

Learning experiences for visual thinking will be included in both years of the upper level German curriculum and will be integrated into the “Slice of Time” learning experiences. For example, discussion of works of art, technique, images, and colors are incorporated into the topic of Expressionist art, as well as from a slightly different perspective with Lenz's novel Deutschstunde. In the alternate year, another artistic style/movement will be examined.

Learning Experience Outcome:
Students will develop visual thinking skills, creative expression and aesthetic appreciation while examining artists, works of art, and/or art movements from a particular time period (“slice of time” approach).

Unit Activities

• Students work toward developing vocabulary necessary for discussing art.

• Students develop an understanding of the context of the Expressionist movement.

• Students contrast Nazi art with Expressionist art.

• Students compare/contrast Bauhaus architecture with earlier styles.

• Students attempt to connect feelings/emotions, smells, sounds to colors to explore what various colors might represent.

• Students view a number of Emil Nolde's paintings and write about an analysis of one work.

• Students compare the American Midwest to Schleswig-Holstein, then paint an Expressionist-style picture using a midwestern motif.
Advanced Level IV-V World Languages

Spanish Learning Experience - Visual Thinking

Learning Experience Outcome:
Students will develop visual thinking skills, creative expression and aesthetic appreciation while examining artists, works of art, and/or art movements from a particular time period (“slice of time” approach).

Unit Activities

• Students begin the unit by studying the work "Guernica" by Pablo Picasso. They discuss the shapes, sizes, figures that they can determine.

• Students read about and discuss the life and works of Pablo Picasso. They pay special attention to his life at the time that he painted "Guernica".

• Students visit the Picasso collection at the Art Institute of Chicago. They focus on works that were created at about the same time as "Guernica". They compare the works. They decide whether the works could have another title.

• Students view documentary films related to the Spanish Civil War, and record reflections in their journals.

• Students consult with Social Studies/History team for references on the Spanish Civil War and its impact on European history. These are used as supplementary material to Perspectivas culturales de España.

• Students read poetry of Federico Garcia Lorca, especially from Romancero gitano. They pay special attention to Lorca’s life, the impact that the Spanish Civil War had on his works and the events that led to his death.

• Students consult with the Fine Arts Team for appropriate period background information.

• Students read literature from the era of the Spanish Civil War. They study the impact that the Spanish
Civil War had on the lives of the authors and artists who were subsequently exiled.

- Students imagine they are living in Spain at the time of the Civil War and keep a journal, reflecting the hardships caused by the political upheaval.

- Students share the Spanish Civil War entries in class and compare their lives.

- Students explore the involvement of the Abraham Lincoln Brigade and how this resulted in the reluctance of the US to become involved in WWII. (The goal is to have students see the global impact of the Spanish Civil War.)

- Students explore the resulting literature and music in Spain and the U.S. (e.g. Fernando Arrabal and Ernest Hemingway).

- Students view "Guernica" again. They incorporate the new vocabulary and impressions from the readings and cultural exploration of the Spanish Civil War.

- Students choose a Latin American country and a particular moment of political and social turmoil in that country. They choose a theme connected with the era and create an artistic representation.

- Students study the impact that the 30-year Franco regime had on women, society and the role of the church.

- Students research political and social structures of Latin American countries in the era of the Spanish Civil War and compare with Franco's regime.

- Students write poetry and select music that further enhance their artistic representations.

- Students video-tape their presentations and explanations. These are shared with the class.
Bibliography


Advanced Level IV-V World Languages

Learning Experience Design - Science and Ethics

Learning Experience Outcome:
Students will examine a scientific problem that affects individuals and society as a whole. The choice of “problem” may vary from year to year and/or from language to language; however, the problem must reflect an ethical dilemma.

Component Objectives and SSLs (Standards of Significant Learning)

Students will be able to:

• demonstrate comprehension of reading selections of a scientific nature. (SSL: I.A)

• analyze scientific data (SSL: I.D)

• construct questions which further their understanding of scientific material. (SSL: I.B)

• evaluate the soundness and relevance of information and reasoning within a given scientific and ethical problem. (SSL: I.C-D)

• identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry of a given scientific and ethical problem. (SSL: II.A)

• use appropriate technologies to extend their research gathering capacities. (SSL: III.A)

• recognize and explain substantive connections within science and ethics. (SSL: III.B)

• construct and support judgements based on evidence. (SSL: IV.A)

• identify, understand, and accept the rights and responsibilities of belonging to a diverse community. (SSL: V.A)

• make reasoned decisions which reflect ethical standards, and act in accordance with those decisions. (SSL: V.B)
Advanced Level IV/V World Languages

SCIENCE AND ETHICS
ASSESSMENT PLAN

Feedback: Students will be assessed regularly on class performance and homework. The assessment process is reflective and iterative. The teacher provides feedback on student work; and the student engages in self-assessment. The student develops strategies for improvement as a result of the teacher's feedback and the student's self-assessment.

Discrete item tests will serve to inform the students whether they have mastered the language information necessary for accurate communication.

Although grades are assigned, the emphasis will not be on grades per se, but rather on feedback in areas requiring improvement. Generally the 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.

Methods: Forms of assessment may include journal reflections, quizzes, essays, skits, panel discussions, small and large group discussions, and written evidence of research. Students will demonstrate progress toward understanding of the designated scientific problem and its ethical implications by:

• describing accurately, in written and in spoken language, the nature of the scientific problem and its moral implications

• demonstrating an ability to ground their interpretations in data, gathered through research

• conveying, via writing and speaking, a personal reaction to the ethical dilemma pertaining to the designated scientific problem(via dialogue, poetry, narrative)
• accurately paraphrasing (orally or in writing) the ideas and opinions of scientific and ethical leaders, as well as the ideas and opinions of their peers

Advanced Level IV-V World Languages

French Learning Experience - Science and Ethics

Learning Experience Outcome:
Students will research a contemporary, authentic scientific dilemma, and share orally and in writing the results of their findings. They will also take a personal stand on the ethical implications of the problem.

Unit Activities
• Students research a topic of interest to them that is focused on science and ethics. For example:
  - the pros and cons of nuclear energy
  - the effects of oil spills
  - birth control
  - abortion
  - genetic engineering
  - use of fetal tissue in research
  - depletion of the rain forest
  - forestry management
  - euthanasia
  - organ transplant from animals to humans
  - use/misuse of the information superhighway
  - genetically altered plants
  - the political role of environmental groups

(Note: Resources must be in French and at least one resource must be accessed through the internet.)

• Students develop their own practical technical dictionary.

• Students acquire advanced vocabulary to facilitate understanding of scientific texts and to enable more effective writing on the selected topic.
• Students refine reading comprehension skills by analyzing selected readings. Class time is utilized to develop techniques for effective reading.

• Students, in preparation for the final paper, write several shorter papers based on the resources gathered during their research.

• Students consider the moral, ethical, political, economic, social, and personal implications of the chosen topic, and write a final persuasive paper taking a specific stand on the issue.

• Students from all upper level language classes present to the IMSA community, in English, a scientific symposium covering the various topics of research on science and ethics.
Learning Experience Outcome:
Students will read Bertolt Brecht's Leben des Galilei (1938/39) about Galileo and excerpts from Heinar Kippardt's In der Sache J. Robert Oppenheimer (1964), two more "classics of modern German theatre. They will use these plays as points of departure to formulate positions on the topic of the responsibility of the scientist in society.

Unit Activities
- Students explore the social, political and historical context of the characters of the plays to form clearer interpretations of these people's ethical decisions within a specific set of circumstances.

- Students read scientific texts on a variety of topics currently being debated in Germany. These might include genetically altered crops, organ transplants from animals to humans, research on fetal tissue, nuclear waste, use/misuse of the information superhighway, etc. The German news magazine, Focus, is used for current events, as is the internet.

- Students, in relation to the topics they read, develop their own practical/technical dictionary for reference. Those students who continue for a second year at the upper level will expand this personal dictionary.

- Students engage in advanced vocabulary and grammar work to facilitate understanding of scientific texts.

- Students individually choose a current "hot topic" in the field of scientific development, consider the moral, ethical, political, economic, and personal implications, and finally write a persuasive paper taking a specific stand on the issue. This paper serves as a major assessment project for the unit. A student could present via video format, by assuming the role of an expert in the field presenting his/her work. [During the
second year at the upper level, students explore different issues.]

• Students from all upper level language classes could conclude the unit with a scientific symposium in which a variety of topics and perspectives are presented and debated. It would be desirable to consider engaging such a scientific symposium in English in conjunction with Level IV classes from other languages.
Advanced Level IV-V World Languages

German Learning Experience - Science and Ethics
Year Two

Learning Experience Outcome:
Students will explore the ethical issue of immigration and xenophobia, as well as the new multicultural image of Germany.

Unit Activities

- Students explore cultural and national stereotypes and attempt to formulate conclusions as to their relevance to modern German society.

- Students read Auslanderliteratur, and literature by native Germans dealing with the topic of foreigners. These sources appear in a variety of written forms, such as essays, poetry, journalism, short stories, etc.

- Students explore films and songs on the topic of foreigners in Germany.

- Students compare and contrast issues related to immigration in Germany and the USA.
Advanced Level IV-V World Languages

Spanish Learning Experience - Science and Ethics

Learning Experience Outcome:
Students will increase their understanding of environmental issues in Latin America and South America. They will also examine environmental problems that exist at IMSA, and suggest solutions to those problems.

Unit Activities

• Students acquire vocabulary related to the environment and environmental issues. This will be done through dialogues and readings from their textbooks. Additional activities to provide oral and written practice will come from supplementary sources. (See bibliography)

• Students discuss what they see that affects the plant life, quality of air, etc. of their immediate environment.

• Students determine the quantity of paper that a 7'x3' tree yields. They then survey IMSA on its consumption of paper, and determine the number of trees that it takes to supply IMSA's yearly use. They also investigate the present recycling system.

• Students report their findings, and make recommendations for better recycling systems.

• Students debate the right of man to cut down trees in order for construction of housing, or for planting more crops to feed a growing population.

• Students learn about Latin and South American countries where the rain forest is being sacrificed for agricultural reasons.

• Students learn the names of habitats, animals, and plants indigenous to Latin and South America (flora y fauna). Students arrange the species in the appropriate tropic level.
• Students study the plants from the rain forest that are used for medicinal purposes.

• Students explore the impact that the absence of these plants would have on medicine and research. (Consult with the chemistry department).

• Students determine whether there is any combination of man-made chemicals that could adequately substitute medicine made from plants.

• Students study the medicinal practices of the rain forest indigenous cultures. They compare these with western medicine, and debate the effectiveness of one over the other.

• Students read excerpts from Chico Mendes, The Burning Season.

• Students view the film starring the late Raul Julia in which he portrays the martyred Brazilian who was the champion of the environment.

• Students view the movie, "La muralla verde" (The Green Wall). This Peruvian film illustrates the experiences of one family who tried to conquer and settle down in the rain forest.

• Students discuss their impressions of the films in class, and record their personal opinions in journals.

• Students write a different conclusion to each film.

• Students choose an environmental problem that exists at IMSA. They create and videotape a skit that criticizes and satirizes the problem, yet presents a solution.

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