



Beverly Hills
Unified School District
CREATING A WORLD CLASS EDUCATION

BEVERLY HILLS HIGH SCHOOL • HORACE MANN • BEVERLY VISTA • HAWTHORNE • EL RODEO

CURRICULUM OVERVIEW

FOREIGN LANGUAGE GRADES 7-12

2015- 2016

TABLE OF CONTENTS

FOREIGN LANGUAGE GRADES 7-12

Introduction	Page 1
Mission Statement	Page 1
“The Beverly Hills Way”	Page 2
Homework - Grades 6-8 and Grades 9-12	Page 3
Beginning Level	Page 4
Intermediate Level	Page 7
Advanced Level	Page 10

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

CURRICULUM OVERVIEW FOREIGN LANGUAGE GRADES 7-12

*Standards are a bold initiative.
Standards describe what to teach, not how to teach it.
Standards are an enduring commitment.
Standards are our commitment to excellence.*

At this time the State of California has no formally adopted Foreign Language Content Standards. In an effort to provide parents and students an outline of the expectations for courses at the middle and high school level, the Beverly Hills Unified School District Board of Education reviewed the content standards from three different states, modified them to meet the needs of the Beverly Hills student population and, in 2002-03, adopted standards that are equal to or exceed the rigor of the other content standards.

This curriculum overview was developed to provide students and parents with an outline of the Middle School and High School Foreign Language curriculum. Through identified goals, students are encouraged to perform to their maximum potential. Individual student achievement may vary from child to child. Emphasis is placed on helping the students achieve according to the best of their ability. Individualized work or enrichment activities are assigned to meet students' unique talents and abilities.

This overview reflects the most recent curriculum for students in grades 7-12; however, the format remains flexible so that change can evolve using the established criteria identified above and will be adapted along with the state standards and curriculum revisions and district requirements.

MISSION STATEMENT

This mission statement expresses the purpose for which our school district exists and the specific functions it performs as an organization.

The mission of Beverly Hills Unified School District is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity. To these ends, Beverly Hills Unified School District provides dynamic and enriching educational opportunities, collaborative community partnerships, and challenging and supportive learning environments.

“THE BEVERLY HILLS WAY”
Student Responsibility and Character Development

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, responsibility, integrity, caring and citizenship. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum.

RESPECT

Respect is an attitude of holding people in high regard and treating them with dignity.

*

RESPONSIBILITY

Responsibility is being reliable, self-disciplined and accountable for my actions.

*

INTEGRITY

Integrity is strength of character and action.

*

CARING

Caring is showing empathy, compassion, kindness, appreciation and helpfulness.

*

CITIZENSHIP

Citizenship is doing my share to make my school and community better.

*

HOMEWORK

The Governing Board recognizes that homework contributes to building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences a student's ability to meet the District's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of the student's daily life.

Middle School

Homework at the middle school level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administration Regulations. The policy regarding middle school home work follows.

Students in the middle school (grades 6-8) can be expected to be assigned homework five (5) days per week using the following suggested time guidelines:

6 th Grade	90 minutes per night =	450 minutes per week
7 th Grade	120 minutes per night =	600 minutes per week
8 th Grade	120 minutes per night =	600 minutes per week

- If a student is in Honors English or Mathematics an additional 30 minutes per subject area may be added per night.
- If long-term assignments are assigned, they will be figured into the weekly allotment of homework time.
- All homework will be checked and evaluated.

Beverly Hills High School

Homework at the high school level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administrative Regulations. The policy regarding Beverly Hills High School homework follows.

Students can be expected to be assigned homework five (5) days per week using the following suggested time guidelines:

3 hours per week/per subject

Additional time can be expected for Advanced Placement and Honors Courses

Policy Statements:

- All homework is checked and evaluated.
- The purpose is clearly identified.
- Suggested timeframes are provided.
- All long-term assignments have to be figured into the weekly allotment of time assigned.
- Department level plans are submitted to the Principal or Designee.

FOREIGN LANGUAGE

Core Curriculum Materials

<i>French:</i>	<u>Bon Voyage! Levels 1, 2 and 3</u> <u>Trésor du temps</u> Publisher, McGraw-Hill Glencoe
<i>Spanish:</i>	<u>¡Buen Viaje! Levels 1, 2 and 3</u> <u>Galeria de arte y vida</u> <u>Tesoro literario</u> Publisher, McGraw-Hill Glenco
<i>Hebrew:</i>	<u>Ivrit Esre</u> <u>Hebrew From Scratch, Part I and 2</u> <u>Agadah Shel Safah</u> <u>Ivrit L’Ramah Gimmel</u> Publisher, Gozlan’s Sefer Israel, Inc.
<i>Mandarin:</i>	<u>Discovering Chinese Vol. 1, 2, 3 , 4, 5 & 6</u> Publisher, Better Chinese, Ltd. 2006

BEGINNING LEVEL

The foreign language standards have been written to reflect the expectations of the level indicated and all standards at that level are to be considered enduring.

I. COMMUNICATION: Students communicate in a foreign language demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.

1. Listening: Students listen to and derive meaning from a variety of foreign language comprehensible input sources.

- Students will recognize common expressions.
- Students will obtain meaning from diverse listening sources.
- Students will demonstrate comprehension through appropriate responses.
- Students will engage in a variety of listening situations.
- Students will comprehend common memorized words, expressions, and cognates when hearing the foreign languages from a variety of sources.
- Students will demonstrate comprehension of everyday conversations including familiar situations and simple instructions.

2. Speaking: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- Students will apply pronunciation rules and intonation patterns.
- Students will use vocabulary, grammatical forms, and structures of the target language to convey meaning.
- Students will apply knowledge of cultural practices to spoken language.
- Students will express needs, tell stories, obtain and convey information, explain concepts and procedures, and persuade.

- e. Students will interact with speakers of the language in a variety of venues: personal, business, debate panels, dramatic presentations.
 - f. Students will speak in predictable, familiar situations using learned vocabulary and phrases.
 - g. Students will express personal opinions and desires with learned phrases.
 - h. Students will describe everyday topics using appropriate vocabulary and grammatical structures.
 - i. Students will ask and answer simple questions.
- 3. Reading: Students read and derive meaning from a variety of materials written in the foreign language.**
- a. Students will recognize words, phrases, idiomatic expressions, and grammatical structures.
 - b. Students will demonstrate comprehension of reading materials written for a variety of purposes.
 - c. Students will use and apply the information gained from reading.
 - d. Students will respond to the cultural elements contained in reading materials of the language.
 - e. Students will recognize cognates and common expressions.
 - f. Students will infer meaning of unfamiliar words from context.
 - g. Students will show comprehension of reading materials.
 - h. Students will identify cultural elements found in reading materials.
- 4. Writing: Students write in a foreign language for a variety of purposes and for diverse audiences.**
- a. Students will write for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
 - b. Students will write for audiences such as peers, teachers, community members, and people from other countries.
 - c. Students will plan, draft, revise, proofread, and edit written communications.
 - d. Students will use correct grammar, sentence structure, vocabulary, spelling, pronunciation, and capitalization to convey meaning.
 - e. Students will write about everyday topics and express personal opinions and desires using learned vocabulary phrases and grammatical structures.
 - f. Students will obtain and report information for a variety of audiences.
 - g. Students will proofread and rewrite their own work.
 - h. Students will use appropriate grammar, spelling, capitalization, and punctuation.
- 5. Technology: Students will locate and use resources in the foreign language, such as individuals and organizations accessible through the community or the Internet, in order to enhance cultural understanding and to exchange information in the foreign language.**

II. CULTURE: Students will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

1. Students will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

- a. Students will demonstrate knowledge of aspects of foreign cultures such as daily life, education, history, geography, government, economics, and the arts.
- b. Students will apply knowledge of cultural practices when communicating in a foreign land.
- c. Students will use the foreign language to access cultural information available only in that language.
- d. Students will acquire an awareness of the concept of culture.
- e. Students will observe and identify everyday cultural practices.
- f. Students will use culturally appropriate gestures and oral expressions for common or familiar classroom interactions.

2. Students will expand their foreign language skills and cultural knowledge through the use of the media, entertainment, and technology.

III. CONNECTIONS: Students will use information acquired in the study of the foreign language and information acquired in other subject areas to reinforce one another.

1. Students will give examples of the influence of foreign language and cultures in other subject areas.

- a. Students will identify foreign words used in the English language.
- b. Students will identify contributions of important figures from the countries where the language is spoken.

2. Students will relate information acquired in other subjects to topics discussed in foreign language class

- a. Students will discuss topics from other school subjects in the target language, including political and historical concepts, global health and environmental concerns, and socio-political issues.
- b. Students will identify examples of vocabulary, cognates, phrases, proverbs, and symbols from the foreign language that are used in other subjects.
- c. Students will relate content from other subject areas to topics discussed in the foreign language class, such as current events from countries where the language is spoken, the influence of foreign explorers and settlers on various regions of the U.S., and basic mathematical computations and graphing.

3. Technology: Students will identify, locate and use resources in the foreign language, such as individuals and organizations accessible through the community or the Internet, to broaden cultural understanding.

FOREIGN LANGUAGE INTERMEDIATE LEVEL

The foreign language standards have been written to reflect the expectations of the level indicated and all standards at that level are to be considered enduring.

I. COMMUNICATION: Students communicate in a foreign language demonstrating literacy in all four essential skills: listening, speaking, reading, and writing:

- a. Students will recognize common expressions.
- b. Students will obtain meaning from diverse listening sources.
- c. Students will demonstrate comprehension through appropriate responses.
- d. Students will engage in a variety of listening situations.
- e. Students will comprehend common memorized words, expressions, and cognates when hearing the foreign language spoken from a variety of sources.
- f. Students will demonstrate comprehension of everyday conversations including familiar situations and simple instructions.
- g. Students will identify the main idea from simple instructions or conversations, basic survival situations, and familiar topics, such as school, leisure time activities, and family life.
- h. Students will obtain meaning from simple conversations at a normal rate of speech.
- i. Students will identify the main idea and/or specific information from a listening situation, live or recorded, such as stories, dialogue, films, songs, poems, and conversations.
- j. Students will derive meaning through context, intonation, and situations from listening sources including conversations, lectures, authentic videos, films, and recordings.

2. Speaking: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- a. Students will apply pronunciation rules and intonation patterns.
- b. Students will use vocabulary, grammatical forms, and structures of the target language to convey meaning.
- c. Students will apply knowledge of cultural practices to spoken language.
- d. Students will express needs, tell stories, obtain and convey information, explain concepts and procedures, and persuade.
- e. Students will interact with speakers of the language in a variety of venues: personal, business, debate panels, dramatic presentations.
- f. Students will speak in predictable, familiar situations using learned vocabulary and phrases.
- g. Students will express personal opinions and desires with learned phrases.
- h. Students will describe everyday topics using appropriate vocabulary and grammatical structures.
- i. Students will ask and answer simple questions.
- j. Students will describe and narrate with target vocabulary.

- k. Students will express and justify ideas and opinions.

- l. Students will maintain conversations on familiar topics.
 - m. Students will ask and answer questions.
- 3. Reading: Students read and derive meaning from a variety of materials written in the foreign language.**
- a. Students will recognize words, phrases, idiomatic expressions, and grammatical structures.
 - b. Students will demonstrate comprehension of reading materials written for a variety of purposes.
 - c. Students will use and apply the information gained from reading.
 - d. Students will respond to the cultural elements contained in reading materials of the language.
 - e. Students will recognize cognates and common expressions.
 - f. Students will infer meaning of unfamiliar words from context.
 - g. Students will show comprehension of reading materials.
 - h. Students will identify cultural elements found in reading materials.
 - i. Students will comprehend main ideas of reading selections based on familiar vocabulary.
 - j. Students will respond to the reading selection.
 - k. Students will analyze cultural elements found in the reading materials.
- 4. Writing: Students write in a foreign language for a variety of purposes and for diverse audiences.**
- a. Students will write for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
 - b. Students will write for audiences such as peers, teachers, community members, and people from other countries.
 - c. Students will plan, draft, revise, proofread, and edit written communications.
 - d. Students will use correct grammar, sentence structure, vocabulary, spelling, pronunciation, and capitalization to convey meaning.
 - e. Students will write about everyday topics and express personal opinions and desires using learned vocabulary phrases and grammatical structures.
 - f. Students will obtain and report information for a variety of audiences.
 - g. Students will proofread and rewrite their own work.
 - h. Students will use appropriate grammar, spelling, capitalization, and punctuation.
 - i. Students will write descriptions and narrations, and express and justify opinions.
 - j. Students will obtain and report factual information.
 - k. Students will develop and organize ideas, plan, draft, revise, proofread, and edit their own work and that of other students.
 - l. Students will use expanded vocabulary and complex grammatical structures.
- 5. Technology: Students will locate and use resources in the foreign language, such as individuals and organizations accessible through the community or the Internet in order to enhance cultural understanding and to exchange information in the foreign language.**

II. CULTURE: Students will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

1. Students will give examples of the influence of foreign language and cultures in other subject areas.

- a. Students will demonstrate knowledge of aspects of foreign cultures such as daily life, education, history, geography, government, economics, and the arts.
- b. Students will identify contributions of important figures from the countries where the language is spoken.

2. Students will relate information acquired in other subjects to topics discussed in foreign language class.

- a. Students will discuss topics from other school subjects in the target language, including political and historical concepts, global health and environmental concerns, and socio-political issues.
- b. Students will identify examples of vocabulary, cognates, phrases, proverbs, and symbols from the foreign language that are used in other subjects.
- c. Students will relate content from other subject areas to topics discussed in the foreign language class, such as current events from countries where the language is spoken, the influence of foreign explorers and settlers on various regions of the U.S., and basic mathematical computations and graphing.
- d. Students will relate information acquired in other subjects to topics discussed in the foreign language class, such as use of the metric system for measuring distance volume, and weight or how modes of transportation reflect the economy and geography of the countries where the language is spoken.
- e. Students will incorporate content from other subject areas such as environmental and political issues on a more complex level in class debates, group presentations, essays and speeches.

3. Technology: Students will identify, locate, and use resources in the foreign language, such as individuals and organizations accessible through the community or the Internet to broaden cultural understanding.

FOREIGN LANGUAGE ADVANCED LEVEL

The foreign language standards have been written to reflect the expectations of the level indicated and all standards at that level are to be considered enduring.

I. COMMUNICATION: Students communicate in a foreign language demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.

1. Listening: Students listen to and derive meaning from a variety of foreign language comprehensible input sources.

- a. Students will recognize common expressions.
- b. Students will obtain meaning from diverse listening sources.
- c. Students will demonstrate comprehension through appropriate responses.
- d. Students will engage in a variety of listening situations.
- e. Students will comprehend common memorized words, expressions, and cognates when hearing the foreign language spoken from a variety of sources.
- f. Students will demonstrate comprehension of everyday conversations including familiar situations and simple instructions.
- g. Students will identify the main idea from simple instructions or conversations, basic survival situations, and familiar topics, such as school, leisure time activities, and family life.
- h. Students will obtain meaning from simple conversations at a normal rate of speech.
- i. Students will identify the main idea and/or specific information from a listening situation, live or recorded, such as stories, dialogue, films, songs, poems, and conversations.
- j. Students will derive meaning through context, intonation, and situations from listening sources including conversations, lectures, authentic videos, films, and recordings.
- k. Students will obtain and process information by selecting, categorizing, and analyzing from these sources.
- l. Students will process information by organizing, synthesizing, and evaluating from all types of authentic listening sources.
- m. Students will integrate listening skills by interacting and/or participating with members of the community in various professions who use the foreign language.
- n. Students will use listening skills to interact culturally with peers and/or others in the foreign language.

2. Speaking: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

- a. Students will apply pronunciation rules and intonation patterns.
- b. Students will use vocabulary, grammatical forms, and structures of the target language to convey meaning.

- c. Students will apply knowledge of cultural practices to spoken language.

- d. Students will express needs, tell stories, obtain and convey information, explain concepts and procedures, and persuade.
- e. Students will interact with speakers of the language in a variety of venues: personal, business, debate panels, dramatic presentations.
- f. Students will speak in predictable, familiar situations using learned vocabulary and phrases.
- g. Students will express personal opinions and desires with learned phrases.
- h. Students will describe everyday topics using appropriate vocabulary and grammatical structures.
- i. Students will ask and answer simple questions.
- j. Students will describe and narrate with target vocabulary.
- k. Students will express and justify ideas and opinions.
- l. Students will maintain conversations on familiar topics.
- m. Students will ask and answer questions.
- n. Students will apply pronunciation and intonation patterns at a normal rate of speech.
- o. Students will make predictions, analyze, draw conclusions, and express facts and opinions.
- p. Students will define points of view.
- q. Students will summarize and paraphrase.
- r. Students will communicate and talk about topics of current, public, and personal interest.
- s. Students will handle complicated tasks such as describing, narrating, and hypothesizing with increasing accuracy.

3. Reading: Students read and derive meaning from a variety of materials written in the foreign language.

- a. Students will recognize words, phrases, idiomatic expressions, and grammatical structures.
- b. Students will demonstrate comprehension of reading materials written for a variety of purposes.
- c. Students will use and apply the information gained from reading.
- d. Students will respond to the cultural elements contained in reading materials of the language.
- e. Students will recognize cognates and common expressions.
- f. Students will infer meaning of unfamiliar words from context.
- g. Students will show comprehension of reading materials.
- h. Students will identify cultural elements found in reading materials.
- i. Students will comprehend main ideas of reading selections based on familiar vocabulary.
- j. Students will respond to the reading selection.
- k. Students will analyze cultural elements found in the reading materials.
- l. Students will analyze and synthesize reading materials.
- m. Students will recognize the author's point of view and purpose.

- n. Students will express personal reactions to reading materials.
- o. Students will interpret cultural elements found in reading materials.

- p. Students will use literary terminology accurately including setting, character, conflict, plot, resolution, and theme.
- q. Students will respond to and discuss a variety of authentic texts.

4. Writing: Students write in a foreign language for a variety of purposes and for diverse audiences.

- a. Students will write for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading.
- b. Students will write for audiences such as peers, teachers, community members, and people from other countries.
- c. Students will plan, draft, revise, proofread, and edit written communications.
- d. Students will use correct grammar, sentence structure, vocabulary, spelling, pronunciation, and capitalization to convey meaning.
- e. Students will write about everyday topics and express personal opinions and desires using learned vocabulary phrases and grammatical structures.
- f. Students will obtain and report information for a variety of audiences.
- g. Students will proofread and rewrite their own work.
- h. Students will use appropriate grammar, spelling, capitalization, and punctuation.
- i. Students will write descriptions and narrations, and express and justify opinions.
- j. Students will obtain and report factual information.
- k. Students will develop and organize ideas, plan, draft, revise, proofread, and edit their own work and that of other students.
- l. Students will use expanded vocabulary and complex grammatical structures.
- m. Students will analyze and draw conclusions.
- n. Students will incorporate information from foreign language resource materials in their writing.
- o. Students will select and express ideas and opinions on topics from various content areas.
- p. Students will use specialized vocabulary and more advanced grammatical structures.
- q. Students will write business letters and/or advertisements.
- r. Students will use writing skills to analyze, persuade and hypothesize with increasing accuracy.
- s. Students will write creative poetry and short stories.

5. Technology: Students will locate and use resources in the foreign language, such as individuals and organizations accessible through the community or the Internet in order to enhance cultural understanding and to exchange information in the foreign language.

II. CULTURE: Students will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

1. Students will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

- a. Students will demonstrate knowledge of aspects of foreign cultures such as daily life, education, history, geography, government, economics, and the arts.
- b. Students will apply knowledge of cultural practices when communicating in a foreign land.
- c. Students will use the foreign language to access cultural information available only in that language.
- d. Students will acquire an awareness of the concept of culture.
- e. Students will observe and identify everyday cultural practices.
- f. Students will use culturally appropriate gestures and oral expressions for common or familiar classroom interactions.
- g. Students will identify and discuss various aspects of the target culture.
- h. Students will use culturally appropriate language and gestures to interact with peers and adults.
- i. Students will express themselves in writing in a culturally appropriate manner.
- j. Students will analyze aspects of the cultures being studied, such as social and political institutions and laws.
- k. Student will participate in real or simulated cultural events such as family activities, holiday celebrations, social and work situations.
- l. Students will research a topic of interest using sources from the cultures being studied.

2. Technology: Students will expand their foreign language skills and cultural knowledge through the use of media, entertainment, and technology.

III. CONNECTIONS: Students will use information acquired in the study of the foreign language and information acquired in other subject areas to reinforce one another.

1. Students will give examples of the influence of foreign language and cultures in other subject areas.

- a. Students will identify foreign words used in the English language.
- b. Students will identify contributions of important figures from the countries where the language is spoken.

2. Students will relate information acquired in other subjects to topics discussed in foreign language class.

- a. Students will discuss topics from other school subjects in the target language, including political and historical concepts, global health and environmental concerns, and socio-political issues.

- b. Students will identify examples of vocabulary, cognates, phrases, proverbs, and symbols from the foreign language that are used in other subjects.

- c. Students will relate content from other subject areas to topics discussed in the foreign language class, such as current events from countries where the language is spoken, the influence of foreign explorers and settlers on various regions of the U.S., and basic mathematical computations and graphing.
 - d. Students will relate information acquired in other subjects to topics discussed in the foreign language class, such as use of the metric system for measuring distance volume, and weight or how modes of transportation reflect the economy and geography of the countries where the language is spoken.
 - e. Students will incorporate content from other subject areas such as environmental and political issues on a more complex level in class debates, group presentations, essays, and speeches.
 - f. Students will discuss how the foreign language and cultures are found in other subject areas through various topics, such as legal and political systems and world literature.
 - g. Students will use level-appropriate language to relate topics discussed in other subject areas to those discussed in the foreign language class, such as foreign authors and artists or political and historical events that involve countries where the foreign language is spoken.
- 3. Technology: Students will identify, locate, and use resources in the foreign language, such as individuals and organizations accessible through the community or the Internet to broaden cultural understanding.**



Board of Education

Brian David Goldberg, PhD
President

Howard Goldstein
Vice-President

Noah Margo
Member

Lisa Korbatov
Member

Lewis Hall
Member

Administration

Steve Kessler
Superintendent of Schools

Jennifer Tedford, Ed.D.
Chief Academic Officer

Yolanda Mendoza
Chief Human Resources Officer

La Tanya Kirk-Carter
Chief Administrative Officer

2 0 1 5 - 2 0 1 6