



**North Kingstown School
District Foreign
Language Curriculum
Grades 8-12**

Table of Contents

| | |
|--|--------------|
| Acknowledgements..... | 3 |
| Philosophy of Teaching and Learning..... | 4 |
| Philosophy of World Language Education..... | 4 |
| World Language Mission Statement..... | 4 |
| National Standards for Foreign Language Learning..... | 5-6 |
| Goals of the World Languages Program..... | 7 |
| World Language Program Options..... | 7 |
| A Note on Curriculum..... | 7 |
| Hallmarks of Excellence for Foreign Language..... | 8 |
| World Language Outcomes and Indicators..... | 9-16 |
| Essential questions | 17-18 |
| Strategies for Instruction and Assessment..... | 19-21 |
| List of recourses/common assessments..... | 22 |
| Scope and Sequence | 22 |
| Useful links..... | 23 |
| List of references..... | 24 |

Acknowledgements

This curriculum document reflects the work of all of the World Language teachers listed below.

Elina Robberson (Wickford Middle School)

Hermes Leal (North Kingstown High School)

Savas Synodi (Davisville Middle School)

Leah LaPorte (North Kingstown High School)

Mark Delucia (North Kingstown High School)

Michaela Onosko (Jamestown Middle School)

Adam Laliberte (North Kingstown High School)

Department of World Languages
North Kingstown Public Schools
100 Fairway Drive
North Kingstown, Rhode Island, 02852

Philosophy of Teaching and Learning

Philosophy of World Languages Education

Languages and communication are at the heart of the human experience. In the 21st century, more than ever, it is necessary to prepare students to function in a global society. The acquisition of a new language is a vital step to becoming productive in a world of interdependent cultures and economies. The world language experience should offer students the opportunities to develop language skills that will enable them to interact at a variety of levels, from the most basic to the most sophisticated. To this end, instruction is offered in several languages from the beginning to the advanced placement level. A wide variety of instructional techniques of assessment are used in order to meet the needs of students of varying abilities and learning styles.

World Languages Mission Statement

The World Languages program recognizes and affirms that the development of communication skills in World Languages and the development of an appreciation of cultural diversity are essential to the education of our students. The study of World Languages and cultures will prepare students to function effectively in the world in which they will live and work as adults and additionally, will enhance and enrich their own life experiences.

NATIONAL STANDARDS FOR FOREIGN LANGUAGE LEARNING

COMMUNICATION

Communicate in Languages Other Than English

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

Gain Knowledge and Understanding of Other Cultures

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

Connect with Other Disciplines and Acquire Information

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

Develop Insight into the Nature of Language and Culture

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Participate in Multilingual Communities at Home & Around the World

- **Standard 5.1:** Students use the language both within and beyond the school setting
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Goals of the World Languages Program

Students will:

Develop and demonstrate the necessary skills for functional oral and written communication in the target language, and will use the language as much as possible in meaningful contexts.

Demonstrate an understanding of and appreciation for world cultures, similarities and differences among people.

Develop and awareness of the influence of other cultures in shaping the American heritage.

Increase their personal, social, and occupational opportunities.

The World Languages program will:

Encourage students to pursue the study of world languages beyond the required levels.

Implement ACTFL proficiency Guidelines in all world language classes.

Implement the use of National Foreign Language Standards in all world language classes.

World Languages Program Options:

Middle school students may choose to take Spanish in 8th grade.

High school students may select from Spanish, French, German or Portuguese.

Note: This curriculum does not address individual languages. The Outcomes, Indicators, and Instruction & Assessment Strategies presented in this document apply to each of the world languages being offered

Hallmarks of Excellence

For

Foreign Language

Desirable Features of the Curriculum

More

- Student –centered approach
- Connections to real life experiences and current issues.
- Authentic assessment
- Active learning
- Study of diverse cultures and their products
- Integration of technology
- Interdisciplinary connections
- Opportunities for communicative interaction
- Student responsibility for learning
- Cooperative group work
- Clear expectations
- Academic rigor
- Opportunity for revision

Less

Teacher-centered approach
Text book only study
Lack of opportunity for revision
Focus on one dominant cultural perspective

World Language Curriculum

Level 1

| In the target language, the student will be able to | Standard | Assessment | Resources |
|--|--|--|--|
| <p>Write and respond for a variety of purposes and audiences with varying levels of support.</p> | <p>Communication 1:2, 1:3 Comparison 4:1</p> | <p>Personal Description Assignment</p> <p>Anchor Assignment (HS)</p> <p>Chapter Tests</p> <p>Midterm & Final</p> | <p>Komm Mit Text Bon Voyage Text Bom Dia Text Realidades Text En Español Text Supplemental texts Various technologies</p> |
| <p>Demonstrate appropriate interpersonal and presentational speaking skills for various audiences</p> | <p>Communication 1:1 Comparison 4:1</p> | <p>Vocabulary-related Oral Presentations</p> <p>Chapter Tests</p> <p>Various interpersonal speaking assignments</p> <p>Midterm & Final</p> | <p>Komm Mit Text Bon Voyage Text Bom Dia Text Realidades Text En Español Text Supplemental texts Various technologies</p> |
| <p>Demonstrate understanding of language level reading material.</p> | <p>Communication 1:2 Connections 3:1,3:2 Cultures 2:1,2:2</p> | <p>Various reading selections</p> <p>Chapter Tests</p> <p>Midterm & Final</p> | <p>Komm Mit Text Bon Voyage Text Bom Dia Text Realidades Text En Espanol Text Supplemental texts</p> |

| | | | |
|---|---------------------------------|--|--|
| <p>Demonstrate listening comprehension skills from various sources</p> | <p>Communication 1:2</p> | <p>Midterm & Final Chapter Tests Anchor Assignment (HS)</p> | <p>Various technologies Komm Mit Text Bon Voyage Text Bom Dia Text Realidades Text En Espanol Text Supplemental texts Various technologies</p> |
|---|---------------------------------|--|--|

World Language Curriculum

Level 2

| In the target language, the student will be able to | Standard | Assessment | Resources |
|--|---|--|--|
| Write and respond for a variety of purposes and audiences with support | Communication 1:2, 1:3 Comparison 4:1 | Midterm & Final Anchor Assignment Chapter test | Komm Mit Text Bon Voyage Text Bom Dia Text En Espanol Text Supplemental texts Various technologies Various videos |
| Demonstrate appropriate interpersonal and presentational speaking skills for various audiences. | Communication 1:1 Comparison 4:1 | Vocabulary-related Oral Presentations Chapter Tests Various interpersonal speaking assignments Midterm & Final | Komm Mit Text Bon Voyage Text Bom Dia Text En Espanol Text Supplemental texts Various technologies Various videos |
| Demonstrate understanding of language level reading material. | Communication 1:2 Connections 3:1,3:2 Cultures 2:1,2:2 | Various reading selections Chapter Tests Midterm & Final | Komm Mit Text Bon Voyage Text Bom Dia Text En Espanol Text Supplemental texts Various technologies Various videos |
| Demonstrate listening comprehension skills from various sources. | Communication 1:2 | Midterm & Final Chapter Tests Anchor Assignment | Komm Mit Text Bon Voyage Text Bom Dia Text En Espanol Text Supplemental texts Various technologies |

| | | | |
|--|--|------------------------|-----------------------|
| | | Audio resources | Various videos |
|--|--|------------------------|-----------------------|

World Language Curriculum

Level 3

| In the target language, the student will be able to | Standard | Assessment | Resources |
|--|--|---|--|
| <p>Write and respond purposefully on a variety of topics for a varied audience.</p> | <p>Communication 1:2, 1:3 Comparison 4:1</p> | <p>Anchor Assignments</p> <p>Various reading selections</p> <p>Chapter Tests</p> <p>Midterm & Final</p> | <p>Bon Voyage Text Bom Dia Text En Espanol Text Supplemental texts Various technologies Various videos</p> |
| <p>Demonstrates appropriate interpersonal and presentational speaking skills for various audiences.</p> | <p>Communication 1:1 Comparison 4:1</p> | <p>Vocabulary-related Oral Presentations</p> <p>Chapter Tests</p> <p>Various interpersonal speaking assignments</p> <p>Midterm & Final</p> | <p>Bon Voyage Text Bom Dia Text En Espanol Text Supplemental texts Various technologies Various videos</p> |
| <p>Demonstrate understanding of language level reading material.</p> | <p>Communication 1:2 Connections 3:1,3:2 Cultures 2:1,2:2</p> | <p>Various reading selections</p> <p>Chapter Tests</p> <p>Midterm & Final</p> | <p>Bon Voyage Text Bom Dia Text En Espanol Text Supplemental texts Various technologies Various videos</p> |
| <p>Demonstrate listening comprehension skills interactively from various sources.</p> | <p>Communication 1:2</p> | <p>Midterm & Final</p> <p>Chapter Tests</p> | <p>Bon Voyage Text Bom Dia Text En Espanol Text Supplemental texts</p> |

| | | | |
|--|--|--|--|
| | | Anchor Assignment Audio resources | Various technologies Various Videos |
|--|--|--|--|

World Language Curriculum

Level 4,5,AP

| In the target language, the student will be able to | Standard | Assessment | Resources |
|--|--|--|--|
| <p style="text-align: center;">Write and respond extensively and purposefully with increasing complexity on a variety of topics for a variety of audiences.</p> | <p style="text-align: center;">Communication 1:2, 1:3 Comparison 4:1</p> | <p style="text-align: center;">Anchor Assignments (Level 4)</p> <p style="text-align: center;">Various reading selections</p> <p style="text-align: center;">Tests</p> <p style="text-align: center;">Midterm & Final</p> | <p style="text-align: center;">Bon Voyage Conexiones Una Vez Mas AP Text En Espanol Text Supplemental texts Various technologies Various videos</p> |
| <p style="text-align: center;">Demonstrates appropriate interpersonal and presentational speaking skills for various audiences</p> | <p style="text-align: center;">Communication 1:1 Comparison 4:1</p> | <p style="text-align: center;">Vocabulary-related Oral Presentations</p> <p style="text-align: center;">Tests</p> <p style="text-align: center;">Various interpersonal speaking assignments</p> <p style="text-align: center;">Midterm & Final</p> | <p style="text-align: center;">Bon Voyage Conexiones Una Vex Mas AP Text En Espanol Text Supplemental texts Various technologies Various videos</p> |
| <p style="text-align: center;">Read, understand, interpret, and analyze a variety of language level material.</p> | <p style="text-align: center;">Communication 1:2 Connections 3:1, 3:2 Cultures 2:1, 2:2</p> | <p style="text-align: center;">Various reading selections</p> <p style="text-align: center;">Tests</p> <p style="text-align: center;">Midterm & Final</p> | <p style="text-align: center;">Bon Voyage Conexiones Una Vex Mas AP Text En Espanol Text Supplemental texts Various technologies</p> |

| | | | |
|--|---------------------------------|--|---|
| <p>Demonstrate interactive listening skills from various sources.</p> | <p>Communication 1:2</p> | <p>Midterm & Final Tests</p> <p>Anchor Assignments (Level 4)</p> <p>Audio resources</p> | <p>Various Videos</p> <p>Bon Voyage</p> <p>Conexiones</p> <p>Una Vex Mas</p> <p>AP Text</p> <p>En Espanol Text</p> <p>Supplemental texts</p> <p>Various technologies</p> <p>Various videos</p> |
|--|---------------------------------|--|---|

Essential Questions

Level 1

- 1)How is the target language used to express ideas and opinions about everyday life?
- 2)How is the target language used to communicate using thematic vocabulary?
- 3)How is the target language used to communicate using regular and irregular verb constructions?
- 4)How can you utilize the target language to describe yourself and ask/answer questions?

Level 2

- 1)How can you use the target language to describe past actions?
- 2)How can you use the target language to describe your daily routine?
- 3)How is the target language used to communicate applying more complex grammatical structures?

Level 3

- 1)How is the target language used to communicate and compare what used to be, what will be and what could be?
- 2)How is the target language used to communicate feelings and emotions?
- 3)How can you use the target language to communicate using commands?

Level 4/5

1)How can you use reading to improve your understanding of the target language?

2)How can you use media to improve your understanding of the target language and culture?

Strategies for Instruction & Assessment

The following strategies are recommended for delivering quality education opportunities to North Kingstown High School World Language students.

| Strategy | Description |
|------------------------------------|--|
| Action Routines | Student-centered, hands-on, experienced based pattern drills using realia (e.g., newspapers, videos) to develop an instrumental control of the pronunciation and grammar patterns of the language being studied. |
| Analysis of Grammatical Structures | Interpretation of the construction of the spoken and written language (e.g., language variations through dialects, mood and tense usage, jargon and slang) |
| Brainstorming/Graphic Organizers | A short activity in which students identify and record what they know about a topic and generate solutions to problems. |
| Cloze | A specialized form of prediction in which key words are deleted. Students must focus on semantics, structure and syntax to determine the deleted text. |
| Composition/Writing | |
| Short story analysis | Writing activity which provides opportunities to develop skills in story analysis and to voice opinions, reactions and reflections. |
| Extended Narrative Writing Samples | Writing through which students can draw on their background, experiences and interests. |
| Functional Writing | Writing which has practical meaning such as class notes, social notes, memos, lists, letters, outlines and study guides. |
| Guided Composition | A writing assignment for which the topic and points to be included have been provided (e.g., tell me about your summer vacation, where you went how you got there, what you did). |
| Journals | Students are encouraged to write something they know about with/without a starter or prompt. |
| Learning Logs/Summaries | Informal writing on ideas and questions resulting from a learning situation (as opposed to note taking). |
| Ordering Sentences/Paragraphs | Given several sentences or paragraphs already written, students sequence the paragraphs so they present a cohesive story. |
| Research Reports & Projects | Independent exploration and critical analysis of a topic in native and/or target language. Encourage students to explore materials and other resources in an effort to gain insights and find answers. Research projects can be accomplished with oral presentation and/or with written presentations. |
| Sentence | Students analyze sentences/compositions, manipulating them by plugging selected sentences/compositions to |

| | |
|--|---|
| Extenders/Composition Extenders | make them more complex grammatically and contextually. |
| Sentence Strips | Students divide sentences into parts and reassemble them. |
| Shared Composition | Students work together to produce a written piece, assisting each other in the process. |
| Topic Expansion | Given a topic sentence or paragraph, student develops the piece further. |
| Writing on the Wall | A board or paper strategically placed in the classroom that allows students to share their ideas in a public forum. |
| Writing Process | A writing activity, generated by the students, using the brainstorming, drafting, conferencing, revision and publication process (e.g., free style prose, poetry, essay, drama) |
| Comprehension Strategies (Oral and Written) | |
| Brief Summaries or Commentaries | Demonstration of comprehension through paraphrase, opinion (e.g., personal reaction to films, sample text) |
| Retell | Students capture important details (e.g, sequence, characters) of a story, incorporating vocabulary introduced in the story. Students present the information in oral and/or written form. |
| Rewrite | Students capture important details (e.g, sequence, setting, characters) of a story. Students present the story in oral and/or written form, changing elements of the story. |
| Story Mapping | (Journey, Ladder, Web, Quartering) Variety of ways of pulling a story apart into its elements for a more focused comprehension. |
| Summary | Students capture important details of a story (e.g, sequence, setting, characters). Presenting important elements of the story in a condensed oral and/or written version. |
| Critical Analysis of Literature | Study of structural and thematic intent of the author with respect to his or her literary genre. |
| Demonstration & Description Routine | Teacher demonstrates how to make/do something, verbally describing, verbally analyzing visuals for content and context. |
| Dictation | Exact written expression of spoken languages (e.g., students hear and write sentences, paragraph, poem in the target language) |
| Discussion | Students are given the opportunity to verbally express thoughts and ideas in the target language for the purpose of elaboration, synthesis, and application through spontaneous and impromptu conversations around thematic material in the target language (e.g., politics, current events, news, contemporary culture, sports, music) |
| Dramatization | |
| Role Play | Students play roles of familiar persons (e.g., family, school, community) and in specific situations and simulations (e.g., telephone conversations, interviews, surveys, interaction in a restaurant). |
| Plays | Students act out defined roles following a script. |
| Pantomimes | Students silently act out characters and scenes. |
| Scenario Generation with Dialogue | Students generate narratives about a conflict/problem which must be solved. Dialogue is integrated into the narrative. The scenarios can then be acted out (e.g., debate, panel discussion, mock trial). |
| Games | Students engage in interactive language activities which allow for manipulation of conventions and elements of language. |

| | |
|---------------------------|--|
| Guided Questions | Teachers use questioning to stimulate different thinking processes and broaden students' knowledge base. This allows students to participate in discussions, debates, and writing activities, etc. |
| Interview | Students collect information from another person about their experiences, feelings, and opinions. |
| Chants | Repetitive language drills that assist students in internalizing the surface structure of the target language. |
| Enrichment Activities | Activities beyond the scope of the traditional classroom that reinforce subject matter (e.g., taped conversations, reading comprehension, oral and written responses to taped cues, art and music appreciation). |
| Language through Music | Musical activities exposing a wide variety of vocabulary and introducing cultural aspects of life in the United States and native countries. |
| Oral Presentations | Students make presentations in the target language (e.g., telling a story, describing themselves or an event) This can be used in conjunction with research reports and projects. |
| Reading Strategies | |
| Chunking | Students are taught to recognize word clusters which form chunks of meaning within each sentence. |
| Guided Reading | Teacher guides/supports reading of unknown text, generally with small homogeneous group, and aids in involving students in discussion of new experiences, contextually and conceptually. |
| Independent Reading | Students read self-chosen materials for information and/or pleasure. |
| Interactive Reading | Students read to and/or with others, collaboratively completing follow-up assignments. |
| Jigsaw | Students, in teams of 3-5 members, read the introductory section of a reading assignment, dividing the remainder into equal parts. Each student reads his/her selection and reports back to the team about the content of the selection. |
| Read Alouds | Teacher reads a selection to students. |
| Sharing Reading | Teacher reads story page by page, encouraging students to read along. |
| Self-Evaluation Checklist | Teacher prepares lists of skills or guiding questions which assist students in monitoring their own progress. |
| SQ3R | A procedure for studying content area text that includes the five steps of survey, question, read recite, and review. It is designed as a procedure for students to monitor their comprehension and learning as they read and study expository text. |
| Technology | Using and/or creating videos, audio cassettes, CD ROM's, computer software, and the Internet to teach, reinforce, enrich, and promote acquisition of the target language and/or subject matter. |
| Total Physical Response | Students respond physically to directions given by teachers, repeating directions for the other students to follow. |

List of resources/common assessments

Copies can be found in World Languages Department Office

Scope and Sequence

Copies can be found in World Languages Department Office

Useful links

1) www.classzone.com

2) www.learnspanish.com

3) www.conjuguemos.com

4) <http://www.colby.edu/~bknelson/SLC/index.php>

5) <http://ielanguages.com/french.html>

6) <http://www.elma.wednet.edu/cms/lib2/WA01001699/Centricity/domain/112/elmaeagles/elmaeagl/web/fl.htm>

List of References

1)Standards for Foreign Language Learning in the 21st Century

www.actfl.org/i4a/pages/index.cfm?pageid=3392

2)Narragansett Public Schools, Narragansett, Rhode Island

www.narragansett.k12.ri.us/Curriculum/World%20Languages/Spanish.htm

3)Rhode Island Department of Elementary and Secondary Education

www.ride.ri.gov/instruction/curriculum/RhodeIsland/expectations/writing.pdf

www.ride.ri.gov/instruction/curriculum/RhodeIsland/expectations/reading.pdf

4)North Kingstown Public Schools, North Kingstown, RI

<http://www2.nksd.net/education/components/docmgr/default.php?sectiondetailid=12429>

5)Barrington Public Schools, Barrington, RI

<http://www.barringtonschools.org/C18/World%20Languages/default.aspx>