

# **Mounds View Public Schools**

## **World Language Mission Statement**

To develop capable communicators in a diverse world

### **Program Goals**

1. The World Languages Program is proficiency oriented.
2. A variety of languages and experiences are offered.
3. Language learning begins at the earliest possible age and continues uninterrupted.
4. Developmental work is being done at all levels for the World Languages Standards in creating common assessments.
5. The target language is used at all levels.
6. A variety of materials and technology is available for all levels and learners.
7. The target language is used to explore other curricular areas.
8. Course content helps to build awareness of global and domestic issues.
9. A variety of instructional strategies is used so all students can be successful.
10. Reading, speaking, listening, and writing activities are integrated for communication.
11. Culture is integrated into all language learning.

### **National Curriculum Standards**

#### Communication

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

#### Cultures

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

#### Connections

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

#### Comparisons

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

#### Communities

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

# **Learner Outcomes**

The teachers of world language in the district have agreed on the following learning goals and outcomes for all of the languages that are taught in the district that have a written form.

## **Level One**

In the target language, the student will

1. Use greetings, farewells, and expressions of courtesy in a culturally and grammatically appropriate manner.
2. Communicate orally and in writing about a variety of everyday topics in a culturally and grammatically appropriate manner. The topics include: self (health, emotions, characteristics, likes/dislikes, descriptions, etc.); basic needs (food, clothing, shelter, weather, education, numbers, dates, time, and schedules); and leisure activities (hobbies, sports, and entertainment)
  - a. Understand simple sentences regarding the above topics.
  - b. Respond appropriately, either vocally with understandable pronunciation or with an action, to a variety of simple questions and requests.
  - c. Ask appropriate questions to solicit information regarding the above topics.
  - d. Read and identify important information from culturally authentic material and from other appropriate reading material.
  - e. Write statements, letters, and/or short paragraphs that are free from errors that would impede the reader's comprehension.
  - f. Engage in a basic conversation or monologue about the above topics.
3. Understand and apply basic grammar concepts.
  - a. Use common present tense regular and irregular verbs appropriately.
  - b. Understand subject pronouns and use them appropriately.
  - c. Understand and apply appropriate grammatical agreement (subject/verb, noun/adjective, gender/number, singular/plural, and article/noun.)
  - d. Construct affirmative and negative statements and questions using the words in the correct order.

In English, the student will

1. Identify geographic areas where the target language is spoken.
2. Compare and contrast different aspects of his/her own culture and the target culture in regards to topics such as holidays, festivals, traditions, daily life, school, and family.

## Level Two

It is assumed that students will have met all level one outcomes.

1. Students will create and communicate simple messages in the target language in survival situations in a culturally and grammatically appropriate manner.
2. Students can engage in simple conversations and read and write simple messages using learned vocabulary. The topics are similar to the topics listed for level 1, but the messages can include more detail.
  - a. Understand sentences, paragraphs, announcements, and messages on familiar topics.
  - b. Respond appropriately to questions and requests.
  - c. Give and follow directions.
  - d. Ask questions about familiar topics.
  - e. Write letters, paragraphs, and short essays free from errors that would impede comprehension.
  - f. Engage in sustained conversations about familiar topics.
  - g. Comprehend authentic reading pieces on familiar topics.
3. The student can understand and apply grammar concepts.
  - a. Accurate use of the present tense
  - b. Have partial control of the past tense.
  - c. Count and comprehend numbers into the millions and apply appropriate grammatical agreement when necessary.
  - d. Use possessives.
4. Recognize differences of perspective due to cultural influences.

## Level Three

It is assumed the students will have met all level two outcomes.

1. The student can create and communicate messages for social situations in a culturally and grammatically appropriate manner.
2. The students can engage in conversations and read and write a variety of documents using acquired vocabulary. The topics are similar to the topics listed for level 1 and 2, but the learner uses more detailed language.
  - a. Understand longer paragraphs, announcements, and messages on familiar topics.
  - b. Respond appropriately to questions and requests.
  - c. Give and follow written and oral directions.
  - d. Ask questions about familiar topics.
  - e. Write letters, paragraphs, journals and short essays that include correct punctuation and capitalization and are free from errors that would impede the reader's comprehension.
  - f. Engage in sustained, creative conversations about familiar topics.
  - g. Comprehend authentic reading pieces on selected topics.
  - h. Use pronunciation understood by a sympathetic native speaker.
3. Understand and apply grammar concepts.
  - a. Proficient use of the present tense.
  - b. Use past tenses accurately.
  - c. Count and comprehend numbers into the millions and apply appropriate grammatical agreement when necessary.
  - d. Use possessives and pronouns appropriately.
  - e. Use a variety of negative expressions correctly.
  - f. Explore and apply new grammatical concepts unique to the target language like the use of correct case after prepositions in German and the use of different past tenses in French and Spanish.
4. Appreciate and understand differences of perspective due to cultural influences.

## Level Four

It is assumed the students will have met all level three outcomes.

1. The student can create and comprehend messages of an increasingly complex nature in a culturally and grammatically appropriate manner.
  - a. Understand longer written excerpts, announcements, and messages on new and familiar topics.
  - b. Give and follow complex written and oral directions.
  - c. Ask and answer questions about a variety of topics.
  - d. Offer and ask opinions on a variety of topics.
  - e. Write letters, paragraphs, journals and short essays that express the writer's personal style and use appropriate transitions.
  - f. Engage in sustained, creative conversations using circumlocution when necessary.
  - g. Comprehend authentic reading pieces including literature.
  - h. Use pronunciation understood by a native speaker.
2. The student can understand and apply grammar concepts.
  - a. Use past tenses appropriately.
  - b. Explore, apply, and review grammatical concepts unique to the target language.
    - German: use of correct case after prepositions
    - French: subjunctive, relative pronouns, object pronouns
    - Spanish: subjunctive, imperative, object pronouns
3. Appreciate and understand differences of perspective due to cultural influences.

## **Advanced Placement (AP)**

In the target language, the student will

1. Meet all level 4 outcomes.
2. Give and react to multi-step directions for a more complex task.
3. Understand and use idiomatic and culturally authentic expressions.
4. Use more specialized and precise vocabulary terms within a variety of topics.
5. Understand the main ideas and significant details of live and recorded discussions, lectures, and presentations on current or past events from the target cultures.
6. Read a wider variety of authentic literary texts selected for second language learning.
7. Extend ideas presented in the text, while making inferences, with simple opinions, conclusions and judgments.
8. Accurately formulate paragraph-length and longer oral and written presentations on topics of personal, school, community, and global interest.
9. Make use of a variety of resource materials and presentation methods to enhance presentations.
10. Understand, apply, and refine knowledge of grammar concepts.
11. Evaluate the impact of influential people and events, and their contributions to the global community.
12. Form and support opinions about contemporary life in the target cultures through examination of media and cultural artifacts and interaction with people from those cultures.