

Standards for Foreign Language Learning in the 21st Century

(Source: National Standards in Foreign Language Education Project: 2006. This was a collaborative effort of the American Council on the Teaching of Foreign Languages (ACTFL), American Association of Teachers of Arabic, French, German, Italian, Spanish, Portuguese, American Classical League, American Council of Teachers of Russian, Chinese Language Associations, and National Council of Japanese Language Teachers/Association of Teachers of Japanese. Excerpts from the document are shared with Glencoe parents and interested community members, followed by our own outcomes and assessments for each grade level.)

Statement of Philosophy

Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.

Supporting this vision are three assumptions about language and culture, learners of language and culture, and language and culture education:

Competence in more than one language and culture enable people to

- Communicate with other people in other cultures in a variety of settings
- Look beyond their customary borders
- Develop insight into their own language and culture
- Act with greater awareness of self, of other cultures, and their own relationship to those cultures
- Gain direct access to additional bodies of knowledge
- Participate more fully in the global community and marketplace.

All students can be successful language and culture learners, and they

- Must have access to language and culture study that is integrated into the entire school experience
- Benefit from the development and maintenance of proficiency in more than one language
- Learn in a variety of ways and settings
- Acquire proficiency at varied rates.

Language and culture education is part of the core curriculum, and it

- Is tied to program models that incorporate effective strategies, assessment procedures, and technologies
- Reflects evolving standards at the national, state, and local levels,
- Develops and enhances basic communication skills and higher order thinking skills

Standards (ACTFL National)

Communication: Communicate in Languages Other than English

- 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.**

Culture: Gain Knowledge and Understanding of Other 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: Connect with Other Disciplines and Acquire Information

- 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: Develop Insight into the Nature of Language and Culture

- 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: Participate in Multilingual Communities at Home and Around the World

- 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.

SPANISH

Spanish is spoken by nearly 400,000,000 people who are spread over four continents. In Europe, Spanish is one of the several national languages of Spain (including the Canary Islands and the Balearic Islands), and it is the official language of over twenty nations in North, Central, and South America. Spanish was the first European language to arrive on our shores and is widely spoken in the United States. Spanish is spoken on the African continent in Ceuta, Melilla, Morocco, and Equatorial Guinea. In Asia, Spanish has a historical presence in the Philippines.

The language today known as Spanish, or español, is a romance language that evolved from Latin. Spanish is still known in many areas of the world – including parts of the Americas – by its original name, castellano, the language spoken in the Spanish province of old Castille. (A standard Spanish is taught in the Glencoe Schools, New Trier Township schools, and most other American school districts. It is understood by Spanish speakers around the world.)

Spanish speakers live in the United States. Although the largest concentrations (about 74%) of the more than 22,000,000 people of Latin American and Spanish descent in the U.S. live in the U.S./Mexico border area, Florida, and the New York metropolitan area, every state of the Union counts Spanish speakers among its population. Since Spanish speakers have been immigrating to what is now the United States for over 400 years, it is not surprising that some of the current residents are fluent speakers of Spanish while others speak their heritage language very little or not at all.

Textbooks and other pedagogical materials reflect the market demand to teach for proficiency in listening, speaking, reading, and writing, and prepare learners to interact effectively with Hispanic communities. With expanded travel, greater access to technology, and the increasing mobility of society, learners have many opportunities to interact with peers or other community members, local or global, whose first language is Spanish.

FRENCH

French is spoken in all regions of the world, including over thirty-five countries in Europe and Africa and many areas in North America, as well as in Haiti, French Guyana, and numerous islands in the Indian Ocean and the South Pacific. In Canada, all

imported goods must be labeled in French and English, and all user manuals for manufactured products must be printed in both languages. French is also a working language of the United Nations and the European Union, as well as an official language of the Olympic Games. French is the second most spoken language in Europe. Moreover, French is a second language in many non-English speaking areas of the globe. Over 100 million people living in non-francophone areas are learning or have learned French. French is the fourth language in the world for most books in print. Proficiency in French allows Americans direct access to knowledge and information generated in these countries and cultures and allows face-to-face negotiations in political, business, and personal dealings. Students will find that their ability in French prepares them for school and community service projects, increases their employment options both at home and abroad, and expands their opportunities for leisure activities. French is also an important language of scientific and technological research. Not surprisingly, French is the second language of the Internet.

SIXTH GRADE FRENCH

Instructional minutes per week: **210**
 Program Model Type: **Sequential FLES**

Instructional times per week: **Five**

Scope and Sequence

Function	Grammar	Vocabulary	Culture
<ul style="list-style-type: none"> • Introducing yourself • Spelling • Counting • Understanding classroom instructions • Greeting people and saying goodbye • Asking how people are; telling how you are • Asking someone's name and age and giving yours • Expressing likes, dislikes, and preferences about things • Expressing likes, dislikes, and preferences about activities • Agreeing and disagreeing • Asking for and giving information 	<ul style="list-style-type: none"> • French alphabet • French accent marks • Ne...pas • The definite articles le, la, l', and les • The connectors et and mais • Subject pronouns • -er verbs • Using si instead of oui to contradict a negative statement • The verb avoir • The indefinite articles un, une, and des • The demonstrative adjectives ce, cet, cette, and ces • Adjective agreement and placement • Expressions with faire and jouer • Question formation 	<ul style="list-style-type: none"> • French names • French numbers 0-20 • French classroom expressions • Things you like or don't like • Activities you like or don't like to do • School subjects • School related words • Class times • Parts of the school day • Numbers 21-59 • School supplies • Things you might buy for school and fun • Colors • Numbers 60-201 • Sports and hobbies • Weather expressions • Months of the year • Time expressions • Seasons 	<ul style="list-style-type: none"> • The French-speaking world • Famous French-speaking people • The importance of learning French • French gestures for counting • Greetings and goodbyes • Hand gestures • Leisure time activities • The French educational system • Curriculum in French schools • The French grading system • Bagging your own purchases • Buying school supplies in French-speaking countries • French currency (euros)

<ul style="list-style-type: none"> • Telling when you have class • Asking for and expressing opinions • Making and responding to requests • Asking others what they need and telling what you need • Telling what you'd like and what you'd like to do • Getting someone's attention • Asking for information • Expressing thanks • Telling how much you like or dislike something • Exchanging information • Making, accepting, and turning down suggestions 	<ul style="list-style-type: none"> • de after a negative verb • The verb faire • The pronoun on • Adverbs of frequency 		<ul style="list-style-type: none"> • Old and new in Quebec City • Celsius and Fahrenheit • Sports in francophone countries
--	---	--	---

Cultural Study

Cultural study remains an important part of the sixth grade French program. Students are introduced to native speakers through technological resources. Teachers invite students to compare and contrast other cultures with their own. They become familiar with the linguistic richness of the French-speaking world by presenting regional alternatives for the vocabulary introduced throughout the year.

Assessment

As with modern language instruction, evaluation is multi-modal in approach. There are opportunities for students to show what they have learned through written, oral, and hands-on activities. Because of the intense nature of study, assessment is on-going and routine in the Modern Language classroom. Authentic assessments include tasks designed to incorporate the contexts, problems and solution strategies students would use in real life. Grammar and vocabulary tests, chapter tests, speaking assessments, performance evaluations, and other varied resources are utilized to show progress. Specific expectations are shared openly with students and parents.

Student Surveys

In grades 5-8, students will be asked to anonymously complete written surveys, in the fall and spring, asking approximately ten questions about interests, class environment, study habits, and expectations for future language study. The results are expected to help shape future programming.

Materials

In grades 6-8, the 2003 edition of Allez,viens!, published by Holt, Rinehart and Winston, is used. Chapters 1-4 are dedicated to sixth grade study. In seventh grade, Chapters 5-8 are utilized. Eighth graders study in Chapters 9-12. All sorts of resources are used to enhance French lessons. There are numerous technological advantages and alternative programming options from which teachers have to choose.

SEVENTH GRADE FRENCH

Instructional minutes per week: **210**

Instructional times per week: **Five**

Program Model Type: **Sequential FLES**

Scope and Sequence

Function	Grammar	Vocabulary	Culture
<ul style="list-style-type: none"> • Making suggestions and excuses • Making a recommendation • Getting someone's attention • Ordering food and beverages • Inquiring about and expressing likes and dislikes • Paying the check • Making plans • Extending and responding to invitations • Arranging to meet someone • Identifying people • Introducing people • Describing and characterizing people • Asking for, giving and 	<ul style="list-style-type: none"> • The verb prendre • The imperative • Using le with days of the week • The verb aller and aller+infinitive • Contractions with à • The verb vouloir • Information questions • Possessin with de • Possessive adjectives • Adjective agreement • The verb être • The partitive articles • Avoir besoin de • The verb pouvoir • De with expressions of quantity • The pronoun en 	<ul style="list-style-type: none"> • Food and beverages • Places to go • Things to do • Family members • Adjectives to describe and characterize people • Food items • Expressions of quantity • Meals 	<ul style="list-style-type: none"> • Food served in a café • Waitpersons as professionals • Tipping • Going out • Dating in France • Conversational time • Family life • Pets in France • The Ivorian market • Shopping for groceries in francophone countries • The metric system • Foods of Cote d'Ivoire • Mealtimes in francophone countries

refusing permission <ul style="list-style-type: none"> • Expressing need • Making, accepting and declining requests • Telling someone what to do • Offering, accepting, or refusing food 			
--	--	--	--

Cultural Study

Cultural study remains an important part of the seventh grade French program. Students are introduced to native speakers through technological resources. Teachers invite students to compare and contrast other cultures with their own. They become familiar with the linguistic richness of the French-speaking world by presenting regional alternatives for the vocabulary introduced throughout the year.

Assessment

As with modern language instruction, evaluation is multi-modal in approach. There are opportunities for students to show what they have learned through written, oral, and hands-on activities. Because of the intense nature of study, assessment is on-going and routine in the Modern Language classroom. Authentic assessments include tasks designed to incorporate the contexts, problems and solution strategies students would use in real life. Grammar and vocabulary tests, chapter tests, speaking assessments, performance evaluations, and other varied resources are utilized to show progress. Specific expectations are shared openly with students and parents.

Student Surveys

In grades 5-8, students will be asked to anonymously complete written surveys, in the fall and spring, asking approximately ten questions about interests, class environment, study habits, and expectations for future language study. The results are expected to help shape future programming.

Materials

In grades 6-8, the 2003 edition of Allez, viens!, published by Holt, Rinehart and Winston, is used. Chapters 1-4 are dedicated to sixth grade study. In seventh grade, Chapters 5-8 are utilized. Eighth graders study in Chapters 9-12. All sorts of resources are used to enhance French lessons. There are numerous technological advantages and alternative programming options from which teachers have to choose.

EIGHTH GRADE FRENCH

Instructional minutes per week: **210**
Program Model Type: **Sequential FLES**

Instructional times per week: **Five**

Scope and Sequence

Functions	Grammar	Vocabulary	Culture
<ul style="list-style-type: none">• Asking for and expressing opinions• Inquiring about and relating past events• Making and answering a telephone call• Sharing confidences and consoling others• Asking for and giving advice• Expressing need; inquiring• Asking for an opinion;	<ul style="list-style-type: none">• The passé and composé with avoir• Placement of adverbs with the passé composé• The -re verb: répondre• The object pronouns le, la, les, lui, and leur• The verbs mettre and porter• Adjectives used as nouns	<ul style="list-style-type: none">• Daily activities• Articles of clothing• Vacation places and activities• Travel items• Buildings• Things to do or buy in town• Means of transportation• Locations	<ul style="list-style-type: none">• History of Arles• The French telephone system• Telephone habits of French-speaking teenagers• Clothing sizes• Fashion in francophone countries• Responding to compliments• Vacations• Store hours in France

<p>paying a compliment; criticizing</p> <ul style="list-style-type: none"> • Hesitating; making a decision • Inquiring about and sharing future plans • Expressing indecision; expressing wishes • Asking for advice; making, accepting and refusing suggestions • Reminding; reassuring • Seeing someone off • Asking for and expressing opinions • Inquiring about and relating past events • Pointing out places and things • Making and responding to requests • Asking for advice • Making suggestions • Asking for and giving directions 	<ul style="list-style-type: none"> • The -ir verbs: choisir • The direct object pronouns le, la, and les • C'est versus il/elle est • The prepositions á and en • The -ir verb: partir • The pronoun y • Contractions with de 		<p>and Martinique</p> <ul style="list-style-type: none"> • Making “small talk” in francophone countries • Getting a driver’s license in francophone countries • Public areas downtown
---	---	--	--

Cultural Study

Cultural study remains an important part of the eighth grade French program. Students are introduced to native speakers through technological resources. Teachers invite students to compare and contrast other cultures with their own. They become familiar with the linguistic richness of the French-speaking world by presenting regional alternatives for the vocabulary introduced throughout the year.

Assessment

As with modern language instruction, evaluation is multi-modal in approach. There are opportunities for students to show what they have learned through written, oral, and hands-on activities. Because of the intense nature of study, assessment is on-going and routine in the Modern Language classroom. Authentic assessments include tasks designed to incorporate the contexts, problems and solution strategies students would use in real life. Grammar and vocabulary tests, chapter tests, speaking assessments, performance evaluations, and other varied resources are utilized to show progress. Specific expectations are shared openly with students and parents.

Student Surveys

In grades 5-8, students will be asked to anonymously complete written surveys, in the fall and spring, asking approximately ten questions about interests, class environment, study habits, and expectations for future language study. The results are expected to help shape future programming.

Materials

In grades 6-8, the 2003 edition of Allez,viens!, published by Holt, Rinehart and Winston, is used. Chapters 1-4 are dedicated to sixth grade study. In seventh grade, Chapters 5-8 are utilized. Eighth graders study in Chapters 9-12. All sorts of resources are used to enhance French lessons. There are numerous technological advantages and alternative programming options from which teachers have to choose.