

# Standards for Foreign Language Learning in the 21<sup>st</sup> 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 SPANISH

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"> <li>• Saying hello and goodbye</li> <li>• Introducing people and responding to an introduction</li> <li>• Asking how someone is and saying how you are</li> <li>• Asking where someone is from and saying where you're from</li> <li>• Talking about likes and dislikes</li> <li>• Talking about what you want and need</li> <li>• Describing the contents of your room</li> <li>• Talking about what you need and want to do</li> <li>• Talking about class schedules and</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish punctuation marks</li> <li>• Pronouns <b>yo</b> and <b>tú</b></li> <li>• Use of <b>ser</b> for origin</li> <li>• Forming questions with <b>cómo, cuántos, de dónde</b></li> <li>• Singular definite articles: <b>el, la</b></li> <li>• Noun gender and agreement</li> <li>• Indefinite articles <b>un, una, unos, unas</b></li> <li>• Making nouns plural</li> <li>• Agreement of <b>mucho</b> and <b>cuánto</b> with nouns</li> <li>• Subject pronouns <b>él</b> and <b>ella</b></li> <li>• The three types of infinitives</li> <li>• Plural definite articles <b>los, las</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sports</li> <li>• Musical genres</li> <li>• Classes at school</li> <li>• Extended foods</li> <li>• Extended school supplies</li> <li>• The contents of your room</li> <li>• Things you do</li> <li>• Numbers 0-199</li> <li>• School subjects</li> <li>• Words that describe people and things</li> <li>• Free-time activities and things you like</li> <li>• Words that refer to time</li> <li>• Places in town and their location</li> <li>• Things you like to do</li> <li>• Talking about where you and others go</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings and farewells</li> <li>• First names and saint's days</li> <li>• The school day in Spain and Latin America</li> <li>• Apartments in Spain</li> <li>• Spanish currency</li> <li>• Grade scales</li> <li>• Student course loads</li> <li>• Entertainment guide</li> <li>• Popular sports in Spanish-speaking countries</li> <li>• School-sponsored activities</li> </ul>

<ul style="list-style-type: none"> <li>sequencing events</li> <li>• Telling time</li> <li>• Telling at what time something happens</li> <li>• Talking about being late or in a hurry</li> <li>• Describing people and things</li> <li>• Talking about things you like and explaining why</li> <li>• Talking about what you like to do</li> <li>• Discussing what you and others do during free time</li> <li>• Telling where people and things are</li> <li>• Talking about where you and others go during free time</li> </ul>	<ul style="list-style-type: none"> <li>• Using <b>ser</b> to tell time</li> <li>• Forms of <b>ser</b></li> <li>• Adjective agreement</li> <li>• Tag questions</li> <li>• Possession with <b>de</b></li> <li>• Present tense of regular <b>-ar</b> verbs</li> <li>• Present tense of <b>jugar</b></li> <li>• The contraction <b>al</b></li> <li>• <b>Con, conmigo, contigo</b></li> <li>• Use of <b>que</b></li> <li>• Present tense of <b>estar</b></li> <li>• Subject pronouns</li> <li>• Present tense of <b>ir</b></li> <li>• Use of <b>el</b> and <b>los</b> with days of the week</li> </ul>		
---	---	--	--

**Cultural Study**

Cultural study remains an important part of the sixth grade Spanish 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 Spanish-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 ¡Ven conmigo!, 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 Spanish lessons. There are numerous technological advantages and alternative programming options from which teachers have to choose.

In the spring of 2009, the newest edition of the text materials will be ordered through Illinois Textbook Loan monies and used in school year 2009-2010. Each instructor currently uses these newest edition teacher resources, which coincide seamlessly with current materials.

## SEVENTH GRADE SPANISH

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"> <li>• Discussing how often you do things</li> <li>• Talking about what you and your friends like to do together</li> <li>• Talking about what you do during a typical week</li> <li>• Giving today's date</li> <li>• Talking about the weather</li> <li>• Describing a family</li> <li>• Describing people</li> <li>• Discussing things a family does together</li> <li>• Discussing problems and giving advice</li> <li>• Talking on the telephone</li> <li>• Extending and accepting invitations</li> <li>• Making plans</li> <li>• Talking about getting</li> </ul>	<ul style="list-style-type: none"> <li>• Negation</li> <li>• <b>¿quién?</b> and <b>¿quiénes?</b></li> <li>• <b>Les</b> and <b>a ustedes, a ellos, a ellas</b></li> <li>• Regular <b>-er</b> and <b>-ir</b> verbs</li> <li>• Giving the date in Spanish</li> <li>• Possessive adjectives</li> <li>• Present tense of <b>hacer</b> and <b>salir</b></li> <li>• Present tense of <b>deber</b></li> <li>• Present tense of <b>poner</b></li> <li>• Understanding "personal <b>a</b>"</li> <li>• <b>e</b> to <b>ie</b> stem-changing verbs</li> <li>• <b>pensar</b> + infinitive</li> <li>• Reflexive verbs</li> <li>• Expressions with <b>tener</b></li> </ul>	<ul style="list-style-type: none"> <li>• Weekend activities</li> <li>• The seasons and the months</li> <li>• Weather expressions</li> <li>• Frequency terms</li> <li>• Members of the family</li> <li>• Words that describe people</li> <li>• Household chores</li> <li>• Places and events</li> <li>• Words used to extend and accept invitations</li> <li>• Telephone vocabulary</li> <li>• Personal chores</li> <li>• The table setting</li> <li>• Food and drink items (expanded) for breakfast, lunch, dinner</li> <li>• Words to describe food</li> <li>• Restaurant vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Getting together with friends</li> <li>• Seasons in South America</li> <li>• Privacy in Hispanic culture</li> <li>• Diminutives</li> <li>• Common telephone expressions</li> <li>• Getting around without a car</li> <li>• Party invitation</li> <li>• Breakfast, lunch, and dinner in Spanish-speaking countries</li> <li>• Comic strips</li> <li>• Table manners in Spanish-speaking countries</li> <li>• Common Andean dishes</li> <li>• Latin American and Spanish tortillas</li> </ul>

<p>ready</p> <ul style="list-style-type: none"> <li>• Turning down an invitation and explaining why</li> <li>• Talking about meals and food</li> <li>• Commenting on food</li> <li>• Making polite requests</li> <li>• Ordering dinner in a restaurant</li> <li>• Asking for and paying the bill in a restaurant</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense of <b>encantar</b> and indirect object pronouns</li> <li>• Use of <b>estar</b> to talk about how things taste</li> <li>• <b>ser</b> and <b>estar</b></li> <li>• <b>o</b> to <b>ue</b> tem-changing verbs</li> <li>• Expressions with <b>tener</b></li> <li>• The forms of <b>otro</b></li> </ul>		
---	---	--	--

### **Cultural Study**

Cultural study remains an important part of the seventh grade Spanish 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 Spanish-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 ¡Ven conmigo!, 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 Spanish lessons. There are numerous technological advantages and alternative programming options from which teachers have to choose.

In the spring of 2009, the newest edition of the text materials will be ordered through Illinois Textbook Loan monies and used in school year 2009-2010. Each instructor currently uses these newest edition teacher resources, which coincide seamlessly with current materials.

## EIGHTH GRADE SPANISH

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"> <li>• Discussing gift suggestions</li> <li>• Asking for and giving directions downtown</li> <li>• Commenting on clothes</li> <li>• Making comparisons</li> <li>• Expressing preferences</li> <li>• Asking about prices and paying for something</li> <li>• Talking about what you're doing right now</li> <li>• Asking for and giving an opinion</li> <li>• Asking for help and responding to requests</li> <li>• Telling a friend what to do</li> <li>• Talking about past events</li> </ul>	<ul style="list-style-type: none"> <li>• Indirect object pronouns: <b>le, les</b></li> <li>• <b>es/son + de +</b> material or pattern</li> <li>• Comparisons: <b>más...que, menos...que, tan...como</b></li> <li>• Demonstrative adjectives</li> <li>• Present progressive</li> <li>• Informal commands</li> <li>• Preterite tense of regular <b>-ar</b> verbs</li> <li>• Direct object pronouns <b>lo</b> and <b>la</b></li> <li>• The verb <b>sentirse</b></li> <li>• The verb <b>doler</b> with <b>me, te, and le</b></li> <li>• The verbs <b>ir</b> and <b>jugar</b> in the preterite</li> <li>• <b>e to ie</b> and <b>o to ue</b> stem-changing verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Gift suggestions</li> <li>• Stores downtown</li> <li>• Words describing clothes</li> <li>• Vocabulary for shopping</li> <li>• Festivals and holidays</li> <li>• Preparations for a party</li> <li>• Expressions for times in the past</li> <li>• Fitness activities</li> <li>• Words to describe moods and physical conditions</li> <li>• The human body</li> <li>• Location for sports events</li> <li>• Vacation activities and objects</li> <li>• Wilderness activities</li> </ul>	<ul style="list-style-type: none"> <li>• Specialty stores in Spain</li> <li>• Catalog page with clothing</li> <li>• Currency in some Spanish-speaking countries, the <b>euro</b></li> <li>• Questionnaire about living well</li> <li>• Baseball in Spanish-speaking countries</li> <li>• Magazine article on relieving stress</li> <li>• American football vs. soccer</li> <li>• Spain's <b>paradores</b></li> <li>• Spanish colloquialisms</li> </ul>

<ul style="list-style-type: none"> <li>• Making suggestions and expressing feelings</li> <li>• Talking about moods and physical condition</li> <li>• Saying what you did</li> <li>• Talking about where you went and when</li> <li>• Talking about what you do and like to do every day</li> <li>• Making future plans</li> <li>• Discussing what you would like to do on vacation</li> <li>• Saying where you went and you did on vacation</li> </ul>	<ul style="list-style-type: none"> <li>• Verbs followed by an infinitive</li> <li>• Use of verbs <b>ser</b> and <b>estar</b></li> <li>• Uses of the preterite</li> </ul>		
--	--	--	--

### **Cultural Study**

Cultural study remains an important part of the eighth grade Spanish 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 Spanish-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 ¡Ven conmigo!, 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 Spanish lessons. There are numerous technological advantages and alternative programming options from which teachers have to choose.

In the spring of 2009, the newest edition of the text materials will be ordered through Illinois Textbook Loan monies and used in school year 2009-2010. Each instructor currently uses these newest edition teacher resources, which coincide seamlessly with current materials.