

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.

Glencoe School District 35 Foreign Language Programming

KINDERGARTEN SPANISH

Instructional minutes per week: 25

Instructional times per week: One

Program Model Type: Combines Exploratory and Sequential FLEX

GOALS and ASSESSMENT	ASSESSMENT
<p>All About You UNIT <u>Introduce Yourself</u> Students will be able to ask and respond to an introductory question in Spanish.</p>	<p>Students will use appropriate Spanish expressions to introduce themselves and respond to others. Examples: "¿Cómo te llamas?" ("What is your name?") "Me llama ..." ("My name is...") "Mucho gusto." ("Please to met you.")</p>
<p><u>How Old Are You?</u> In Spanish, students will be able to ask and answer a question about age.</p> <p>Students will identify the numbers 0-10 based on a simple question.</p>	<p>Students will ask and respond appropriately, using Spanish expressions, questions about age. Example: "¿Cuántos años tienes?" ("How old are you?") "Tengo cinco años." ("I am five years old.")</p> <p>Students will use appropriate Spanish vocabulary to ask and respond using numbers 0-10. Example: "¿Cuántos hay?" ("How many are there?")</p>

	<p>"Hay tres." ("There are three.")</p>
<p><u>I Am a Good Listener</u> Students will be able to respond to basic classroom commands.</p> <p>Students will learn the Spanish alphabet.</p>	<p>Students will be able to follow directions, as presented in Spanish. Examples: "Siéntanse, por favor." ("Please sit down.") "Forman un círculo, por favor." ("Please form a circle.")</p> <p>Students will recite and recognize the Spanish alphabet.</p>
<p>Hello Today, Goodbye Tomorrow! UNIT <u>Greetings and Farewells</u> Students will be able to use basic greetings and farewells.</p> <p><u>Days of the Week</u> In Spanish, students will be able to ask and respond to basic questions about the days of the week.</p> <p><u>Months of the Year</u> In Spanish, students will be able to ask and respond to simple questions about the months of the year.</p>	<p>Using Spanish vocabulary, students will perform appropriate greetings and farewells with their teachers and classmates. Examples: "Hola." "Buenos días." "Buenas tardes."</p> <p>Students will ask and respond appropriately, in Spanish, to questions about the days of the week. Examples: "¿Qué día es hoy?" ("What day is it today?") "Hoy es ..." ("Today is ...")</p> <p>Students will ask and respond appropriately, in Spanish, to questions about the months of the year. Examples:</p>

	<p>"¿Cuál es el mes?" ("What month is it?") "Es septiembre." ("It is September.")</p>
<p>Cultural experiences will include songs and art, coordinated with the South School music and art teachers.</p>	<p>Students will sing together various songs and create art projects with cross-curricular Spanish themes and topics.</p>

A note about Goals:

Goals have been identified for each grade level to share with interested community members. These are expressed as examples of targets, and are not intended to be inclusive of the district’s modern language program. Instructional strategies are varied to meet the needs of students, and each unit encompasses several separate lessons leading to our goals. Cultural study remains an integral part of the student’s global understanding of customs, how language differs from place to place, peoples, food, traditions, and more.

A note about Assessment:

Authentic assessments are viewed as “direct” measures for student performance, since tasks are designed to incorporate the contexts, problems, and solution strategies that students would use in real life. Traditional tests, in contrast, are seen as “indirect” measures, since test items are designed to “represent competence” by extracting knowledge and skills out of their real-life contexts. The new assessment models involve long-range projects, exhibits, and performances that are tied to the curriculum. Students are aware of how and on what knowledge and skills they are to be assessed. (Source: *National Standards: A Catalyst for Reform*, National Textbook Company, 1996)

FIRST GRADE SPANISH

Instructional minutes per week: 50

Instructional times per week: Two

Program Model Type: **Sequential FLEX**

GOALS	ASSESSMENT
<p>Our Classroom UNIT <u>Classroom Objects</u> In Spanish, students will identify classroom objects in a complete sentence.</p> <p>In Spanish, students will identify classroom objects by color, in a complete sentence.</p>	<p>Students will be able to ask and respond to a question about classroom objects: "¿Qué es?" ("What is it?") Students will respond with "Es un globo." ("It is a globe.")</p> <p>With a picture of a classroom object in a specific color, students will be asked: "¿De qué color es la silla?" ("What color is the chair?") Students will respond with "La silla es verde." ("The chair is green.")</p>
<p>Numbers Count UNIT <u>Numbers 11-30</u> Students will identify animals, in Spanish, using numbers 11-30 in a complete sentence.</p>	<p>With a partner, a student will lay out a card with eleven cows pictured and ask his/her partner: "¿Cuántas vacas hay?" ("How many cows are there?") The partner will respond, "Hay once vacas." ("There are eleven cows.")</p>

<p>Students will be able to ask and state their telephone number in Spanish.</p>	<p>In a small group exercise, students will ask each other "¿Cuál es tu número de teléfono?" ("What is your telephone number?") They will respond with, "Mi número de teléfono es el ..." ("My telephone number is ...")</p>
<p>Making New Friends UNIT <u>My Friends</u> Students will be able to ask and state, in Spanish, where they are from.</p> <p>Students will state whether or not they want to participate in an activity.</p>	<p>With a partner, students will ask, "¿De dónde eres?" ("Where are you from?") They will respond with, "Soy de Glencoe." ("I am from Glencoe.")</p> <p>When shown a picture of an activity, students will respond to a question about an activity in a complete sentence. Example: "¿Quieres nadar?" ("Do you want to swim?") "Si quiero nadar." ("Yes, I want to swim.") OR "No, no quiero nadar." (No, I don't want to swim.")</p>
<p><u>Culture</u> Students will identify the location of Spain, Mexico, and Puerto Rico.</p> <p>Students will learn about a tradition from each of these three countries.</p>	<p>Using a map or globe, students will correctly locate Spain, Mexico, and Puerto Rico.</p> <p>Students will be able to describe a given tradition from each of three countries. Example: Las Posadas (Mexico)</p>

Students will learn to create a traditional Hispanic craft. <i>(Specific culture to be determined by the instructor.)</i>	Students will create the craft and share it with others.
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SECOND GRADE SPANISH

Instructional minutes per week: 50

Instructional times per week: Two

Program Model Type: **Sequential FLEX**

GOALS	
<p>I Am Unique UNIT</p> <p><u>What Do You Like? What Don't You Like?</u> (Food and Drink)</p> <p>Students will ask and answer questions, in Spanish, about what they like and do not like to eat and drink.</p>	<p>When asked a question, students will choose a picture card indicating the item and respond.</p> <p>Example:</p> <p>"¿Qué te gusta?" ("What do you like?")</p> <p>"Me gusta el helado." ("I like ice cream.")</p> <p>"¿Qué no te gusta?" ("What don't you like?")</p> <p>"No me gusta la leche." ("I do not like milk.")</p>
<p><u>Wants and Needs</u></p> <p>Students will ask and state basic wants and needs.</p>	<p>With a partner, students will ask and respond correctly in Spanish.</p> <p>Example:</p> <p>"¿Qué necesitas?" ("What do you need?")</p> <p>"¿Qué quieres?" ("What do you want?")</p> <p>"Yo necesito beber agua." ("I need to drink water.")</p>

	<p>"Yo quiero comer un lápiz." ("I want a pencil.")</p>
<p>My Family UNIT All About My Family In Spanish, students will identify family members in a complete sentence.</p>	<p>Using a photo of a family member, the teacher will point to a member and ask who it is. The student will respond, in Spanish, correctly. Example: "¿Quién es?" ("Who is it?") "Es mi hermano." ("It is my brother.")</p>
<p><u>What hurts?</u> In Spanish complete sentences, students will ask and respond about what hurts them.</p>	<p>Students will correctly ask and respond. Example: "¿Qué te duele?" ("What hurts?") "Me duele la rodilla." ("My knee hurts.")</p>
<p><u>Numbers 30-100</u> Students will apply the numbers 30-100 correctly, using clothing vocabulary.</p>	<p>Through a multiple-choice activity, students will hear a number and circle the correct word indicated.</p>
<p><u>What is the correct time?</u> Students will state the time, using simple Spanish time statements.</p>	<p>A clock will be used and a time randomly selected. The student will be asked, "¿Qué hora es?" ("What time is it?") and respond in a complete sentence. Examples: "Es la una." ("It is one o'clock.") or</p>

	"Son las dos." ("It is two o'clock.")
<p><u>Cultural Study</u></p> <p>The Spanish teacher will coordinate with the art and music teachers at South School to create a connected, inter-curricular experience.</p>	<p>Students will create projects based on topics of their own choosing. Each choice will focus on one of three countries: Spain, Mexico, or Puerto Rico.</p>

A note about Goals:

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THIRD GRADE SPANISH

Instructional minutes per week: **60**

Instructional times per week: **Two**

Program Model Type: **Sequential FLEX**

GOALS	ASSESSMENT
In Spanish, in complete sentences, students will use extended greetings and expressions of courtesy such as "Perdón" ("Excuse me") and "Lo siento" ("I'm sorry.")	With a partner, students will demonstrate, in Spanish, a brief conversation applying greetings and courtesies.
In Spanish, students will identify classroom objects in complete sentences using indefinite articles.	When asked, "Qué es esto?" the students will respond with "Es un..." or "Es una..."
Students will respond appropriately to expanded classroom commands.	Students will perform an authentic task to demonstrate that the task is understood. Example: "Enciende la computadora." ("Turn the computer on.")
Students will learn the culture and physical geography of Spain and Mexico.	Students will identify at least three important cities on a map for Spain and Mexico, and share at least three important facts about each country.
Through housing vocabulary, students will state where they live, use the verb "estar," to state the location of a room, and use the prepositions allá (over there) and detrás de (behind.)	Students will respond to "¿Dónde vives?" ("Where do you live?") and "Cuántos cuartos ha en tu casa?" ("How many rooms are in your house?")
Using expanded family vocabulary, students will apply the possessive adjective mi, mis, tu and tus in complete sentences.	In a brief interview using pictures, students will identify relatives. Example: "Es mi hermano. Se llama Juan." ("This is my brother. His name is Juan.")
In Spanish, students will use animal vocabulary to answer the questions ¿Quién? ¿Qué? ¿Dónde? ¿Cuál? (Who? What? Where? Which?) in complete sentences.	Students will respond to questions using a picture of an animal. Example: "¿Qué es?" ("What is it?") "Es una vaca." ("It is a cow.")
In Spanish, students will answer brief questions about	Students will play a guessing game in Spanish to guess the

work and occupations in sentences, such as “¿Dónde trabajas?” (“Where do you work?”) “¿Cuál es tu profesión?” (“What is your occupation?”)	occupation of their partner.
Students will use food vocabulary appropriate for a supermarket or restaurant setting.	Students will answer questions such as “¿Qué tomas?” (“What are you drinking?”) or “¿Qué quieres comer?” (“What do you want to eat?”)
Students will identify at least three Spanish artists and a contribution from each.	Students will state one contribution from Spanish artists such as Salvador Dalí, Diego Velázquez, and Francisco de Goya.

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A note about Materials:

In third and fourth grades, Exploring Spanish, published by EMC in 2008, is utilized. In the pilot year, 2008-09, the teacher will be flexible in her instructional decision-making. The first ten chapters are dedicated to the third graders; chapters eleven through twenty to fourth graders. The use of "Symtalk" cards teaches students the fundamentals of the target language through visual symbols that represent parts of speech. Students learn to associate a word or expression in Spanish with its symbol, which they then translate into speech and written expression. Compact discs allow students to listen to and imitate the voices of native speakers while following the text. They also provide the students with opportunity to practice the pronunciations of words and respond to questions.

FOURTH GRADE SPANISH

Instructional minutes per week: **60**

Instructional times per week: **Two**

Program Model Type: **Sequential FLEX**

GOAL	ASSESSMENT
Using expanded Spanish vocabulary, students will ask and answer questions about their body and health.	Students will perform short dialogues, in Spanish, using the target vocabulary from the unit of study. Example: "¿Qué tienes?" ("What hurts?") "Tengo dolor de garganta." ("I have a sore throat.")
In Spanish complete sentences, students will identify what they are wearing and why they are wearing it.	Students will use the target vocabulary of the unit of study to answer questions, such as "¿Qué llevas?" ("What are you wearing?") "Llevo mi traje nuevo." ("I'm wearing my new suit.")
Students will learn about Spanish musicians from four musical styles: Baroque, Classical, Impressionistic, and Popular.	Students will identify a Spanish musician and type of music from each of the four styles: Baroque, Classical, Impressionistic, and Popular.
In Spanish, students will ask and answer questions about	Students will successfully play a flashcard game with a

the seasons and the weather.	partner by turning weather condition picture cards over and saying, in Spanish, what weather activity is suggested.
Students will identify biographical information about Spanish authors such as Cervantes, Dario, and Laforet, and their contributions.	Students will explore Spanish literature, gather biographical information about several selected Spanish authors, and create a comic-style book about their work.
Students will be able to ask and respond, in Spanish, to questions, in Spanish, about leisure and recreation, such as "¿Adónde vas?" ("Where are you going?")	Using cards with pictures of nouns presented in the unit of study, students will respond to "¿Adónde vas?" with "Voy a/al..." ("I'm going to the ...")
Using the Spanish vocabulary from the unit of study, students will learn how to conduct a shopping transaction.	Students will role-play in groups of three, taking the roles of customer, sales clerk, and cashier. Each group will act out a simple transaction in Spanish. The customer will ask the price of items, the clerk stating prices, and the cashier ringing up the sales and giving change to customers.

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FIFTH GRADE SPANISH

Instructional minutes per week: 84

Instructional times per week: Two

Program Model Type: Sequential FLES

GOAL	ASSESSMENT
Students will be able to explain and apply the concept of "formal" and "informal" Spanish.	Given a list of people, students will indicate the correct pronoun to be applied from the choices of tú, Ud, Uds., vosotros or vosotras.
Students will be able to use expanded Spanish vocabulary to ask where someone is from.	In a mini-dialogue format, students will ask and respond in appropriate Spanish to questions about origin. Examples:

	<p>"¿Y tú? Eres de aquí?" ("And you? Are you from here?")</p> <p>"No, yo soy de México." ("No, I am from Mexico.) or</p> <p>"Sí, yo soy de aquí." ("Yes, I am from here.")</p>
Students will identify the time using expanded Spanish expressions and vocabulary.	Listening to various native Spanish speakers on a compact disc, students will write in numerical form the time they hear indicated.
Students will use cognates as a learning strategy.	Using a list of words, students will indicate whether or not the words are cognates or false cognates.
In Spanish, students will ask and respond to questions about someone's name.	Students will ask and respond to the question, "¿Cómo se llama él/ella?" ("What is his/her name?") "Él se llama Roberto." ("His name is Robert.") "Ella se llama Alicia." ("Her name is Alicia.")
<p>In Spanish, students will be able to ask and respond to three questions based on expanded classroom vocabulary:</p> <ol style="list-style-type: none"> 1. "¿Qué quiere decir la palabra <i>tiza</i>?" ("What does the word 'tiza' mean?") 2. "¿Cómo se dice <i>chair</i>?" ("How do you say 'chair'?") 3. "¿Quién es?" ("Who is it?") 	With partners, students will ask and respond to questions in Spanish based on the goal Q and A response pattern.
Students will be able to use Spanish to identify people's actions.	Using cards with one verb stem and six verb endings, students will attach the correct verb ending to match the subject.
Students will state two facts about the importance of gestures, and use them, in greetings and farewells.	In a mini-dialogue format, students will incorporate correct gestures in their conversation.

Students will compare and contrast the Quinceañera tradition with coming of age traditions from other cultures.	Using a Venn diagram, students will write two traits that are unique to the Quinceañera, two traits unique to a comparative culture, and two traits they have in common.
Students will ask and state, in Spanish, where someone is from.	With a written exercise, students will match the correct form of the verb "ser" (to be) to the subject pronoun.

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A note about Materials:

In fifth grade, Adventura! Level 1, published by EMC in 2008, is utilized. In the pilot year, 2008-09, the teachers will be flexible in their instructional decision-making. The goals and assessment have been written based on the first two chapters, but it is anticipated that chapter four and possibly others may be used. As in the third and fourth grades, “Syntalk” cards reinforce for students the fundamentals of the target language through visual symbols that represent

parts of speech. Students learn to associate a word or expression in Spanish with its symbol, which they then translate into speech and written expression. Compact discs allow students to listen to and imitate the voices of native speakers while following the text. They also provide the students with opportunity to practice the pronunciations of words and respond to questions.