

Foreign Language Level One

Concept	Indicators	Sample Activities	Key Themes and Vocabulary
Basic greetings, salutations, and courtesies	1.1.1 Communication 2.1.1 Cultures 4.2 Comparisons	Students imitate culturally appropriate greetings and gestures w/partners.	Bonjour vs. Salut Tu vs. Vous Buenos días vs. Hola
Ask and answer yes/no questions	1.1.2 Communication	Students answer simple questions on a survey of interests or school subjects.	play baseball, play video games, travel, eat out, work, etc. OR study history, math, English, etc.
Expresses likes and dislikes	1.1.4 Communication 5.1 Communities	Students make a poster about themselves, expressing likes and dislikes. Then they interview classmates about their likes and dislikes.	J'aime/ je n'aime pas or Me gusta / no me gusta & infinitives of possible activities, i.e. to swim, to dance, to study
Ask and answer questions that require information	1.1.6 Communication	Partner interview. Basic biography questions: What is your name? How old are you? How many brothers/sisters do you have?	Who? What? Where? When? Why? How? How many?
Understand basic commands	1.2.1 Communication	TPR activity similar to "Simon Says." Student demonstrates understanding by making the appropriate physical action.	classroom instructions
Uses cognates, context, and pictures to understand the meaning of words	1.2.3 Communication 3.1.1 Connections 4.1.3 Comparisons 5.1.2 Communities	Reading activities that include basic reading skills: using headings to identify main idea, logical inferences from pictures, etc.	sometimes appropriate to give students lists of related prefixes and suffixes: (FR) -ique = -ic, -ie = -y (SP) -ía = y, -ción = -tion
Can correlate sound and its written symbol	1.3.1 Communication 4.1.1 Comparisons	Learn the alphabet with nursery rhymes and music videos ; cloze activities.	alphabet
Uses common adjectives in correct form and position	1.3.2 Communication 4.1.2 Comparisons	Describe clothing with details such as color or attractiveness. May be a written or spoken activity.	colors and some common adjectives
Can give simple descriptions of self and acquaintances	1.3.6 Communication	Pick a public figure and describe his/her personality and physical traits (can present as a poster or a computer presentation).	simple physical descriptions: tall, short, thin, fat, blond, brunet, etc. and personality: nice, mean, funny, serious, etc.

Uses adverbs to denote frequency	1.3.6 Communication 1.3.7 Communication 3.1.2 Connections	Given a list of activities, the student can restate the activity, adding an adverb (in the correct place) to say how frequently he/she participates in the activity.	a veces, rara vez, siempre, nunca, etc. or rarement, souvent, de temps en temps
Able to tell time	1.3.6 Communication 2.1.2 Cultures 3.1.3 Connections 3.1.4 Connections	Students tell time using chronograph and digital clock faces. Can use Bingo/Clock Bingo for number practice.	numbers 1-60
Identifies some common school practices	2.1.2 Cultures 2.2.1 Cultures 4.2 Comparisons	Students examine daily and annual school schedules from the Target Cultures and identify similarities and differences with their own culture.	school and classroom vocabulary, such as course names, days of week, and telling time
Identifies some common home practices.	2.1.2 Cultures 2.2.1 Cultures 4.2 Comparisons	Student relates information about his/her family and what household activities family members do and don't do.	family and home vocabulary
Identifies a few major, traditional events	2.1.3 Cultures	Spanish example: Día de los Muertos video and making decorated skulls French Example: La Toussaint	vocabulary for skulls, skeletons, flowers, bread of the dead Clarify difference between Halloween and Saints' Day
Understands some common idioms	3.1.2 Connections	Written and oral activities to express common needs	avoir/faire expressions (FR) <u>or</u> tener expressions (SP)
Identifies the topic and main ideas in short readings	3.1.3 Connections	Students read stories from text or short news articles from target language websites.	Skim/scan for main ideas and topic sentences; identify headings and helpful charts and illustrations
Recognizes and uses numbers up to 100	3.1.3 Connections	The student gives ages and birth dates of their acquaintances, does math problems in the TL, and express dates of holidays and historical events.	number vocabulary 1-100
Uses simple weather terms, sometimes in a cultural context	3.1.4 Connections 3.1.5. Connections	Students make statements describing weather in different locations and at different times of the year. Students read simple weather maps/reports and share information.	Vocabulary for seasons and weather, such as snow, rain, hot cold, sunny. Point out that the seasons are opposite in Northern/Southern hemisphere.

Recognizes some famous people and artifacts from the target culture	3.1.4 Connections 2.1.3 Culture 5.2.1 Communities	Student prepares report about a person and make a presentation to the class. May be a slide show presentation.	Provide students a list of notable people from the Target Language culture.
Engages with authentic materials, such as music, art, texts, etc.	3.1.6. Connections 3.1.7. Connections 3.2 Connections	Students learn dances like the salsa, the Mexican Hat dance, or the bourré while listening to music in the TL..	names of dances & music genres vocabulary specific to the lesson, e.g. el ritmo, los instrumentos
Uses technological resources to enhance language learning	3.1.9 Connections	Students are given class time to visit BBC Languages, Quia, Classzone.com, freerice, and Youtube, etc. to explore different language resources.	Students are introduced to online sites for independent language acquisition/practice.
Present tense of regular verbs and a few irregular verbs	1.1.2 Communication 1.1.3 Communication 1.2.2 Communication 1.3.6 Communication 4.1.2 Comparisons	Students complete various speaking and writing activities to express what they do and don't do.	vocabulary lists of basic regular verbs and charts to explain the pattern for the endings.
Immediate future	1.3 Communication	Student creates stories with images and the partner relates what he/she believes is going to happen in each picture.	ir + a + infinitive (SP) aller + infinitive (FR)
Immediate past	1.3 Communication	Student creates story with images and a partner tells what just happened in each picture.	acabar + de + infin. (SP) venir + de + infin. (FR)
Identifies target language countries	3.1.4.1 Connections	Students label TL countries on a map and may be asked to present a few facts about an assigned country.	names of countries in English and target language
Sports	1.1.2 Communication 4.1.3 Comparisons 4.2 Comparisons 5.2 Communities	Students generate a list of equipment needed for each sport and where it is played. Students may be asked to name players of each sport.	ball, player, sports, equipment, team; important historical figures in sports
Expands cultural knowledge through a variety of media	5.1.2 Communities	Students listen to TL music from CDs, MP3s, and online sources. Students watch foreign language films, clips from TV shows, ads, and news programs. Students have the opportunity to read books and magazines from the TLC.	Identify sources of authentic materials for student use. Provide supplemental vocabulary lists, lyrics, and scripts as needed.

Introduction to comparisons	1.1.2 Communication	Students are given pictures of famous people and make comparisons between them.	más...que, menos...que, tan...como, tanto...como (SP) plus de, moins de, autant de, aussi... (FR)
-----------------------------	---------------------	---	--

Foreign Language Level Two

Concept	Indicators	Sample Activities	Key Themes and Vocabulary
Expresses basic greetings/ courtesies appropriate to register (formal vs informal)	1.1.1 Communication	Role-play: students play the parts of adults and teens to practice greetings and introductions between adults and young people vs. peer groups	tú vs usted, vosotros/ustedes, Señor, Señora, Señorita, Cómo está, Cómo estás, ... (SP) tu vs vous, Monsieur, Madame, Mademoiselle, Ça va, Comment allez-vous, Comment vas-tu, ... (FR)
Asks and answers simple questions requiring specific information	1.1.2 Communication	Given a picture of a scene: Teens playing on a beach, a family celebrating a birthday, etc., the students will create questions about the scene and others will respond.	Interrogative expressions such as: Who, what, where, when, how, what time, when, with whom
Responds with short phrases of agreement / disagreement	1.1.5 Communication	Speaking activity: Partners will alternately make statements, such as, "I love to swim." Second student will respond with a statement such as "Me too." or "No way."	additional vocabulary for agreement/disagreement beyond yes/no, i.e. "I agree" or "absolutely not"
Follows classroom commands	1.2.1 Communication	TPR activity, similar to "Simon Says" to practice following routine and "original" commands	Names of routine classroom objects: book, pen, notebook, paper, workbook, etc. and the instructions: Stand, Sit, Open, Close, Give, Repeat, ...
Organizes steps in a process	1.3.7 Communication 1.3.8 Communication	Given a list of random sentences, the students will reorganize them and add sequencing words to relate a simple story.	Vocabulary for sequencing: first, then, after, finally...
Identifies some major traditional events	2.1.3 Cultures	Students will read a short story about a holiday or holiday traditions in the TL.	Expand on student understanding of traditional holidays, such

			as: El día de los Meurtos, la Toussaint, le Noël
Identify expressive products such as stories, music, art, dance, etc.	2.2.1 Cultures	May learn native dances, listen to traditional and contemporary music, view samples of 'TL countries' art, or read traditional folk tales and literature.	teach names/significance of artists, arts and crafts, dances, as needed teach vocabulary specific to the art form
Writes short responses to (comprehension) questions	3.1.1.3 Connections 3.1.2.1 Connections	The student will read a short story and demonstrate comprehension by responding to a series of written questions.	Interrogative expressions such as: Who, what where, when, why, at what time, with whom, for whom, ...
Reads short novels	1.3.1 Communication 1.3.9 Communication 3.1.1.4 Connections 4.2.1 Comparisons	Students read a short novel in the target language, e.g. <i>Patricia va a California</i> , and complete a variety of activities related to the book	students will focus on sequencing, summarizing, comprehending, identifying cognates and new vocabulary, recognizing tenses, etc.
Health	1.1.3 Communication 1.3.2 Communication 3.1.8 Connections 4.1.3 Comparisons	to learn body parts, have students make a body collage out of magazine cutouts and label the parts	body parts, I hurt (me duele/j'ai mal à..), hospital and medical terms, etc.
Reflexive verbs	1.1.3 Communication 1.3.7 Communication 2.1.2 Cultures	Students relate their daily routine using sequencing words, times, and reflexive verbs.	personal care items, reflexive pronouns, sequencing vocabulary
Listens to authentic music and sings simple songs	3.1.6 Connections	Listen to songs on Youtube, CD, or other recordings, learn to sing short song <u>or</u> follow the song while doing a <i>close</i> activity to fill in the missing vocabulary words	lyrics to traditional songs from the culture or current pop music from Target Language countries
Recognizes simple, structural patterns from the target language, such as gender, word order, etc.	4.1.2 Comparisons	<ul style="list-style-type: none"> •Students may be given "manipulatives" (word strips) to form phrases/sentences in proper order; •Students may be given strips with articles and nouns; they must match the article to the appropriate noun 	adjectives normally follow the noun in Fr/Sp, short common adverbs normally follow the verb in Fr/Sp, all articles and adjectives have special forms that indicate the gender and number of the thing described in Fr/Sp
Able to use dictionary correctly	4.1.4 Comparisons	Students are given poorly translated phrases. They must identify the problems (wrong part of speech, incorrect	to understand how a bilingual dictionary works, to know the parts of speech and

		idiom, etc.).	their abbreviations, to understand that verbs are listed in the infinitive form and not by the conjugations
Identifies direct and indirect object pronouns	1.1.6 Communication 1.2.2 Communication 4.1.2 Comparisons	Students will ask a partner “¿Que te doy?” The partner has his/her eyes closed and has to guess the object and say “Me das...”	me, te, le, lo, la, nos, les, los, las, se understanding what direct and indirect object pronouns are in their native language
regular past tense verbs and a few irregular verbs	1.2.3 Communication 1.3.3 Communication	Students will say where they went and what they did over spring break (or relate some other past tense story).	to understand preterite endings for regular -ar, -er, and -ir verbs (SP) <u>or</u> construction of Passé Composé of -regular er, -ir, -re verbs (FR); identify/form some irregular verbs
comparisons and superlatives	1.1.2 Communication	Presented pictures of two people/things students will generate comparative or superlative statements	more than, less than, as much as, more of, less of, as many of (FR/SP)
writes an informal letter	1.3.5 Communication	Students write a letter to a pretend pen pal (or a host family if they are going on the Spanish/French trip).	openings and closings to letters, sequencing words, informal vs. formal tone, correct word order in questions
performs, hosts, and participates in cultural exchanges (foreign language trip and/or International Club)	5.1.1 Communities	Students listen to foreign exchange students’ presentations about their home countries.	to understand language and cultural stereotypes, cultural biases, global awareness, etc.

Foreign Language Level Three

Concept	Indicators	Sample Activities	Key Themes and Vocabulary
Asks and answers various forms of questions	1.1.2 Communication	Given a sentence or response, students create the possible question(s) that could have elicited that response.	Interrogative words; alternate ways of forming questions. Subject/verb order in questions vs. responses and the use of tag words
Expresses simple opinions, agreement and	1.1.3 Communication	The student makes a poster/sign	Vocabulary for forbidding, accepting, reproaching

disagreement		expressing what behavior is expected/required. The other students view these posters and express their agreement/disagreement.	behaviors and vocabulary for socially responsible behavior, i.e. Turn off the lights, Don't smoke, ...
Makes and responds to more advanced requests	1.1.5 Communication	The teacher gives commands in a TPR activity and students respond physically to demonstrate comprehension.	tú (informal) commands (to one person); ustedes commands (to a group of people)
Asks and gives directions; identifies and uses informal commands	1.1.5 Communication 1.2.1 Communication 3.1.4.1 Connections	Students are paired and given maps. From a given starting point, one partner must give complete directions to his partner to another location.	vocabulary for right, left, straight ahead, go, cross, turn, near, far, between, etc
Describes a person or event that contributed to U.S., French, Hispanic culture	3.1.4.2 Connections	Students select a famous Hispanic or Francophone person and create a presentation on that person's contributions (possibly for Spanish Heritage Month).	<ul style="list-style-type: none"> •list of notable Francophone <u>or</u> Hispanic people •Hispanic vs. Latino/a vs. Mexican vs. Chicano
Identifies and uses direct and indirect object pronouns	1.3.2 Communication 4.1.2 Communication	Students take an object from a partner's desk. The partner has to tell the student to give him/her the item using correct indirect/direct object pronouns.	me, te, le, lo, la, nos, les, se, las, los (SP), me, te, nous, vous, le, la, les, lui, leur (FR); placement of indirect object pronouns
Compares some simple structural patterns, i.e., agreement, reflexive pronouns, time indicators, object pronouns	4.1.2 Comparisons	Teacher gives example sentences in English, and students have to decide whether or not the verb would be reflexive in the target language.	reflexive verbs, knowledge of noun/adjective agreement, placement of pronouns, etc.
Translates simple sentences with compound components	4.1.3 Comparisons	Students are shown a sentence in English, and then 3-5 possible translations in the TL. Students must decide which translation is best.	knowledge of parts of speech, dictionary abbreviations, bilingual dictionary experience, some knowledge of idioms in the target language

Writes about personal experiences and events using familiar language to substitute for unknown vocabulary	1.3.6 Communication	Students have a timed writing in class without the use of dictionaries, notes, etc. They must write on a childhood memory, using circumlocution when necessary.	knowledge of past tenses, broad vocabulary, knowledge of sentence structure
Writes an 8-10 line story	1.3.8 Communication	Students are given a series of 10 pictures. Students create a story from the pictures, writing about one sentence per picture.	knowledge of past, present, and future tenses; broad vocabulary; knowledge of sentence structure
Uses languages to determine meaning of new vocabulary	3.1.1.1 Connections	Students are given a list of words in the TL that have a similar counterpart in English. Students must list at least one example of a similar English word next to each new vocabulary word.	broad vocabulary in English and the target language, knowledge of prefixes and suffixes
Uses ordinal numbers. Calculates currency, making correct change.	3.1.3.1 Connections	Using catalog pages or an online TLC shopping site, the student selects an outfit for a particular occasion, records the prices, and gives the total for the ensemble. (Could also require the students to convert the price to current dollars.)	<ul style="list-style-type: none"> •number vocabulary •knowledge of the Target Language currencies Read currency conversion charts for various countries
performs, hosts, and participates in cultural exchanges	5.1.1 Communities	Students might join International Club, go on a school-sponsored trip to France or an Hispanic country, sign up for a pen pal, or a social network group.	understands language and cultural stereotypes, cultural biases, global awareness, etc.
Investigates effects of human activities on the environment and analyzes decisions based on knowledge of benefits and risks	3.1.5.1 Connections	Students create brochures to promote what they feel is the most important environmental change for their school (e.g. recycling, solar panels). The	environmental vocab in English and target language, understanding of environmental issues and possible solutions

		students vote on which brochure/solution is the most effective.	
Understands that sound and intonation patterns may vary according to region or country	4.1.1 Comparisons	Students listen to a variety of speakers saying the same sentence. Students have to identify which country or region the speaker is from, based on sound patterns.	linguistic terms, like phoneme, morpheme, etc.

Foreign Language Level Four

Concept	Indicators	Sample Activities	Key Themes and Vocabulary
Elaborates on opinions and makes suggestions	1.1.5 Communication	Students start on one side of the room and the teacher makes a statement. If students agree, they move to the other side of the room. If they disagree, they stay where they are. Students must defend their opinions.	me gustaría, opino que, creo que, pienso que <u>OR</u> Je pense que, Je crois que, Je voudrais...
Narrates present, past, and future events	1.3.3 Communication	Students are given a series of pictures depicting events from yesterday, today, and tomorrow. Students have to narrate the events to a partner while the partner places the pictures in the correct order.	knowledge of preterite, imperfect, progressive, perfect, indicative, subjunctive, future, and conditional tenses
Deduces meaning from word order, intonation	1.2.3 Communication	The teacher reads a series of sentences. Each sentence will be read twice, once as a question and once as a statement. Students identify which one is which and provide a short explanation.	understanding of word order in questions and statements; intonation; vocabulary that signals a question, such as right, yes, no, okay, etc.
Reads sentences aloud attempting native intonation and rhythm	1.3.1 Communication	Students read through a dialogue and identify areas that cause pronunciation problems for nonnative speakers. After identifying the areas, students read through the dialogue aloud	understanding of some linguistic concepts, knowledge of problem areas for nonnative speakers

		and record themselves. Students must critique their own pronunciation.	
Writes cohesive paragraphs using connective phrases	1.3.9 Communication	Students write a 3-5 paragraph explanation of how to do or make something. Students employ connecting words and phrases as well as sequencing words to make the essay flow.	sequencing words, temporal vocab., ordinal numbers, connective phrases (por eso, a causa de, entonces)
Identifies the various physical and human criteria that can be used to define a region	3.1.4.1 Connections	Students study the music and dances of different Hispanic regions. Students should be able to identify the regional songs and dances based on instrumentation, dress, dialect, etc.	general understanding of music; how geography impacts clothing, dialect, instrumentation, food, etc.
Identifies how history of civilizations affected the U.S. and target language cultures	3.1.4.2 Connections	Students explore American and Latino holidays to discover which have roots in ancient civilizations, which are a mixture of the ancient and modern, and which are modern.	basic knowledge of U.S. history, some Latin American history, some knowledge of Spanish colonization
Makes recommendations for a healthy life style	3.1.8.1 Connections	Students write Querida (Dear) Consuela letters stating a problem they have. Other students will have an opportunity to respond to the letters and make suggestions for possible solutions.	deberías, te recomiendo, es necesario, etc.
Explores employment opportunities and study in which target language skills are used	3.1.8.2 Connections	Students attend a career fair and note which careers use a foreign language and how/when it is used.	understands globalization, technology, language and cultural stereotypes, cultural biases, global awareness, etc.
Uses translating dictionary to select meaning consistent with context, choose parts of speech; select appropriate, simple idiomatic expression	4.1.4 Comparisons	Students are given a poem to work with in the TL. Using regular and online bilingual dictionaries, students will translate the poem into English. They compare as a class and discuss whose translations work better and why.	knowledge of parts of speech, dictionary abbreviations, bilingual dictionary experience, some knowledge of idioms in the target language

Finds and engages in multicultural opportunities	5.1.2 Communities	Students attend international festivals and have interactions with exchange students.	understands language and cultural stereotypes, cultural biases, global awareness, etc.
--	-------------------	---	--

Eligibility

To become eligible to enroll in the subsequent foreign language courses, students need to have a grade of “C” or higher. At the teacher’s discretion, some students with a grade of “D” may be permitted to enroll. Any student who receives an “F” will not receive credit for the class. A student may retake a course to improve his/her grade, but credit will only be given once.

Competency

ACTFL, the American Council on the Teaching of Foreign Languages, recognizes 10 different levels of foreign language proficiency, ranging from Novice Low to Distinguished (near-native). Students in a High School only program, as is in place at Baldwin High School, can expect to reach the level of Intermediate Low, if taken all four years. A table is provided below to show the proficiency and corresponding level of foreign language, adapted from a KSDE curricular standards publication.

Proficiency Level	High School Program	Middle and High School Program	K-12 Program
Novice Low	Level 1	Grades 6-7	Grades K-5
Novice Mid	Level 2	Grades 8-9	Grades 6-7
Novice High	Level 3	Grade 10	Grade 8
Intermediate Low	Level 4	Grade 11	Grade 9
Intermediate Mid		Grade 12	Grades 10-11
Intermediate High			Grade 12
Advanced Low			

Assessments

Assessments in the foreign language classroom are ongoing and focus on the following four components: reading, writing, listening and speaking. Assessments are both formal and informal, and they test the four skills in a variety of ways. Not all assessments are for a grade. However, they do provide the teacher with a tool for determining level of student mastery as well as identifying areas in need of modification. Assessments may be in the following formats:

- online quizzes
- webquests or other internet activities
- reading comprehension
- aural comprehension
- role-playing
- written responses
- projects
- oral interviews

- checklists
- creating stories or diagrams
- portfolio/journal writing
- speaking/presentations
- self-assessments
- performance/following directions (physical response)

*TL=Target Language

*TLC=Target Language Culture

*TPR=Total Physical Response (Asher) teaching technique