

Chariho Regional School District

The seal of Chariho Regional School District is a circular emblem. The outer ring contains the text "CHARIHO REGIONAL SCHOOL DISTRICT" at the top and "1958" at the bottom. Inside this ring, the text "WASHINGTON COUNTY" and "RHODE ISLAND" is visible. The center of the seal features a shield with a plow and a sheaf of wheat, symbolizing agriculture. The word "INCORPORATED" is written below the shield.

Foreign Language Curriculum Grades 5-12

August 16, 2011

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Foreign Language Task Force

Membership

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, directed and sustained student effort and expert teaching practices determine the extent of learning. Chariho's schools and community work together to encourage and to support both.



INTRODUCTION

The Chariho Regional School District recognizes the value of a periodic review of all curricula to ensure that they be aligned with current best practices and the changing needs of its students.

FOREIGN LANGUAGE MISSION STATEMENT

The mission of foreign language study within the Chariho Regional School District is to prepare its students to thrive in a multilingual and multicultural world. To this end, the foreign language curriculum is in alignment with the National Foreign Language Standards.



District Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

District Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

District Beliefs

We believe that high academic standards and research informed decision-making are critical...

All students can learn and meet or exceed rigorous standards.

All students at every level must be engaged in rigorous and challenging academic experiences.

Rigorous academic standards are the foundation of this school district.

Instructional and program decisions must be data-informed and research-based.

Learning is a continuous lifelong process.

Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.

The physical, social, and emotional wellness of every child is necessary for optimum learning.

We believe that the larger community must be fully engaged in the learning process...

Education is a shared responsibility of students, parents, staff, and the community.

Students thrive when supported, nurtured, and engaged by the community.

In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.

Schools must prepare students to be team members and leaders, community contributors, and productive citizens in a global society.



Report on Knowledge Base for Foreign Language Education

Language and communication of all kinds are at the heart of the human experience. It is with this conviction that foreign language teachers endeavor to educate students to be linguistically and culturally equipped to communicate successfully in the modern world. Foreign language study, at all levels, must be rigorous and balanced and must embrace the five National Standards of Foreign Language: Communication, Culture, Connections, Comparisons, and Community.

In meeting these standards, foreign language education includes and implements the most current educational practices. Included among these are: performance-based learning, formative and summative assessment, and the use of the assessment results to guide teacher instruction. Standards based foreign language instruction incorporates both Gardner's theory of multiple intelligences and Bloom's taxonomy of learning.



Hallmarks of Excellence for Foreign Language

Desirable Features of the Curriculum

MORE

- Student-centered approach
- Connections to real life experiences and current issues
- Authentic assessment
- Active learning
- Study of diverse cultures and their products
- Integration of technology
- Interdisciplinary connections
- Opportunities for communicative interaction
- Student responsibility for learning
- Cooperative group work
- Clear expectations
- Academic rigor
- Opportunity for revision

LESS

- Teacher-centered approach
- Text book only study
- Lack of opportunity of revision
- Focus on one dominant cultural perspective



Statement of Educational Goals for Foreign Language

Chariho Regional School District believes that it is beneficial for students to become proficient in at least one modern foreign language before they graduate from high school. These students will demonstrate proficiency in the aspects of foreign language learning that are promulgated in the National Foreign Language Standards. They will be able to apply a broad base of knowledge using the skills and tools of the target language for the purposes of communication, cultural awareness, connections with other disciplines, comparisons with their own language, and participation in multi-lingual communities at home and around the world.

Students who select modern languages will be able to speak, read, write, and understand the foreign language they study. The ultimate goal of modern foreign language learning is the ability to communicate easily with native speakers and the ability to understand the culture of the areas of the world where the language is spoken.



Content/Process Standards for Foreign Language

The Chariho Regional School District is guided by the National Foreign Language Content Standards, which are:

COMMUNICATION

Communicate in Languages Other Than English

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

CULTURES

Gain Knowledge and Understanding of Other Cultures

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

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 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

- Standard 4.1: Students demonstrate understanding of the nature of language through the comparisons of the language studied and their own.
- Standard 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

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



Foreign Language Performance Standards by Level

Foreign language instruction begins with a Spanish Exploratory in grade 5 and a French Exploratory in grade 6. In the middle school, level I study of French or Spanish can begin in grade 7, meeting twice a week, and continuing in grade 8, meeting 3 times a week, thus preparing the student to progress to level II in the high school. Eighth grade middle school students who do not participate in the level I study may opt for the level I Prep Class. In the high school, levels I through V are offered in French and Spanish, with college credit available for levels IV and V. Italian is offered in the high school at levels I through IV.

Standard: Communication

Students communicate in languages other than English.

Students will demonstrate the ability to:

5th/6th Grade Exploratory

- Ask and respond to basic questions.
- Talk and write about activities of daily life using memorized phrases, short sentences, numbers, dates, times and other basic thematic vocabulary.
- Give and follow simple oral or written instructions and commands relating to familiar topics using visual cues when appropriate.
- Participate in highly predictable, structured conversations.
- Make simple oral and written requests.
- Demonstrate accuracy in the imitation of modeled words.
- Use appropriate expressions and gestures of courtesy.
- Orally present prepared and rehearsed information in the target language to the classroom audience.



8th Grade Prep (French and Spanish)

- Expand upon the indicators of the previous levels.
- Begin to apply key grammatical concepts related to sentence formation.
- Respond to basic questions pertaining to personal interests.
- Begin to demonstrate occasional creativity in the production of written and spoken language.
- Begin to speak and write in a manner that is comprehensible to speakers of the foreign language.

Level I (Including 7th/8th Grade Program)

- Expand upon the indicators of the previous levels.
- Participate in highly predictable, structured conversations on various topics, including state of being and feelings.
- Recognize commonly used verbs and phrases in discussions about events in the present tense.
- Tell and write a simple narrative about a personal experience or event in the present tense.
- Demonstrate occasional creativity in the production of language.
- Apply standard rules of usage and grammar.
- Ask and respond to a variety of questions concerning activities of daily life.
- Speak and write in a manner that is comprehensible to speakers of the foreign language.

Level II

- Expand upon the indicators of the previous levels.
- Participate in simple, reactive conversations in which the student can be understood by native speakers.
- Give and follow oral or written directions, instructions and commands.
- Use various verbs and phrases to discuss and write about present, past (immediate) and future actions.
- Tell or write effectively a narrative about a personal experience or event.
- Demonstrate creativity in the production of language.



Level III

- Expand upon the indicators of the previous levels.
- Use increasingly complex verb tenses and forms.
- Participate in sustained conversations, stringing together sentences on topics that are related primarily to the students' immediate environment.
- Communicate in increasingly complex situations, utilizing increasingly complex syntax.
- Begin to differentiate among the various past tenses.
- Students will speak exclusively in the target language during foreign language class.

Advanced levels (IV and V)

- Expand upon the indicators of the previous levels.
- Refine usage of complex verb tenses and forms.
- Integrate complex grammatical structures into written and oral presentations.
- Understand, form and use the subjunctive mood.
- Participate in conversations describing events in the past, present and future.
- Acquire vocabulary related to literature and history.
- Research and present literary and historical themes in the target language.

Standard: Cultures

Students gain knowledge and understanding of other cultures.

Students will:

5th/6th Grade Exploratory

- Identify which countries/regions speak the target language.
- Begin to understand the historical reasons as to how the target language spread from its country of origin to the areas where it is now spoken.
- Gain an awareness of the customs associated with selected holidays celebrated by native speakers of the target language.



<ul style="list-style-type: none"> • Identify and discuss artistic expressions and forms of the target culture.
<p>8th Grade Prep</p> <ul style="list-style-type: none"> • Expand upon the indicators of the previous levels.
<p>Level I (Including 7th/8th Grade Program)</p> <ul style="list-style-type: none"> • Expand upon the indicators of the previous levels. • Identify which countries/regions speak the target language and their basic demographic information. • Become familiar with appropriate verbal and non-verbal greetings specific to the target language. • Identify and discuss popular pastimes and forms of social interaction, and the values typical of youth in the target culture. • Explore the variations in cuisine and their significance in the target culture.
<p>Level II</p> <ul style="list-style-type: none"> • Expand upon the indicators of the previous levels. • Explore the variations in family life, school activities and sports and their significance in the target culture.
<p>Level III</p> <ul style="list-style-type: none"> • Expand upon the indicators of the previous levels. • Understand cultural perspectives on holidays, family traditions, and special events.
<p>Levels IV/V</p> <ul style="list-style-type: none"> • Expand upon the indicators of the previous levels. • Examine literature and art in a historical context.

Standard: Connections

Connect with Other Disciplines and Acquire Information

Students will:

<p>5th/6th Grade Exploratory</p> <ul style="list-style-type: none"> • Use numbers to perform mathematical operations and daily tasks using the target language.



<ul style="list-style-type: none"> • Use mapping skills to identify countries/regions of the target language. • Make connections with social studies as previously outlined under the Culture Standard.
<p>8th Grade Prep</p> <ul style="list-style-type: none"> • Expand upon the indicators of the previous levels. • Reinforce their knowledge of grammar by examining grammatical structures of both English and the target language. • Strengthen language acquisition through technology.
<p>Level I (Including 7th/8th Grade Program)</p> <ul style="list-style-type: none"> • Expand upon the indicators of the previous levels. • Reinforce their knowledge of English grammar by examining the parts of speech and grammatical structures of both English and the target language. • Employ and strengthen previously acquired reading and writing skills in the target language. • Participate in activities that incorporate the visual and performing arts.
<p>Level II</p> <ul style="list-style-type: none"> • Expand upon the indicators of the previous levels. • Students will create additional vocabulary connections.
<p>Level III</p> <ul style="list-style-type: none"> • Expand upon the indicators of the previous levels. • Students will make connections between the cultures of the countries where the target language is spoken and the fine arts.
<p>Level IV/V</p> <ul style="list-style-type: none"> • Expand upon the indicators of the previous levels. • Students will make connections between the cultures of the countries where the target language is spoken and their political, social and economic conditions.



Standard: Comparisons

Develop Insight into the Nature of Language and Culture

Students will:

5th/6th Grade Exploratory

- Compare and contrast basic syntax and punctuation of the target language with English.
- Recognize differences in sound systems, writing systems, cognates, gender, and level-appropriate idioms.
- Begin to gain an awareness that social practices and personal interactions differ among cultures.
- Discuss how aspects of the target culture are reflected in their own culture.

8th Grade Prep

- Expand upon the indicators of the previous levels.
- Compare and contrast grammatical conventions and punctuation of the target language with English.
- Compare patterns of behavior and interaction in the United States with those of the cultures studied.
- Demonstrate an awareness that social practices and personal interactions differ among cultures.
- Demonstrate an awareness of cognate identification.

Level I (Including 7th/8th Grade Program)

- Expand upon the indicators of the previous levels.
- Compare and contrast grammatical conventions and punctuation of the target language with English.
- Compare patterns of behavior and interaction in the United States with those of the cultures studied.
- Demonstrate an awareness that social practices and personal interactions differ among cultures.
- Demonstrate an awareness of cognate identification.

Level II

- Expand upon the indicators of the previous levels.
- Students will read about student life in countries where the language they study is spoken.

Level III

- Expand upon the indicators of the previous levels.



- Students will compare and contrast social practices of countries where the same language is spoken.

Level IV/V

- Expand upon the indicators of the previous levels.
- Students will write ~~lengthy~~ expository essays incorporating good writing practices.

Standard: Communities

Participate in multilingual communities at home and around the world.

Students will:

5th/6th Grade Exploratory

- Identify community events, current events, or holidays relating to the culture of the target language.
- Experience authentic forms of entertainment such as film or music in the target language and in translation.
- Begin to identify the target language outside of the school setting.

8th Grade Prep

- Expand upon the indicators of the previous levels.
- Students will demonstrate participation in multicultural events as indicated in the previous level.
- Use the target language both in and beyond the school setting.
- Experience forms of entertainment such as film or music in the target language.

Level I (Including 7th/8th Grade Program)

- Expand upon the indicators of the previous levels.
- Use the target language both in and beyond the school setting.
- Experience forms of entertainment such as film or music in the target language.
- Use technology to explore ~~and communicate with~~ communities around the world that speak the target language.

Level II

- Expand upon the indicators of the previous levels.
- Students will learn a song in the target language.



Level III

- Expand upon the indicators of the previous levels.
- Students will demonstrate comprehension of primary documents in the target language.

Level IV/V

- Expand upon the indicators of the previous levels.
- Students will demonstrate comprehension of literature in the target language.



Sample Rubrics

Writing Rubric for Foreign Language

	<i>Grammar/Spelling</i>	<i>Vocabulary</i>	<i>Content</i>	<i>Clarity</i>
5	Excellent, very few or no errors, many complex sentences	Precise, varied	Rich, engaging	A native speaker would have little trouble understanding it
4	Good, several errors, several complex sentences	Adequate	Interesting, varied, several errors	The native speaker can understand the main ideas and most details
3	Frequent errors do not hinder communication, occasional complex sentences	Functional, fails to communicate complete meaning	Understandable, frequent errors	A native speaker familiar with foreign speakers can probably understand part, but not all of what is said
2	Numerous punctuation and spelling errors interfere with communication, few complex sentences	Limited to basic words, often inaccurate	Numerous errors interfere with understanding	Numerous errors make it incomprehensible to a native speaker, although the teacher is able to understand small parts of it
1	Many errors, little sentence structure	Inadequate	Misleading	Incomprehensible



FOREIGN LANGUAGE

RUBRIC FOR ORAL INTERVIEW

	Pronunciation	Grammar/Structure	Vocabulary	Content	Fluency
5	No conspicuous mispronunciation	Excellent. Very few or no errors	Precise, varied, and accurate	Student is prepared to answer all questions. Answers are logical.	Natural. Very few or no errors or hesitation.
4	Very little mispronunciation	One or two errors	Mostly accurate and varied	Student is prepared to answer a majority of questions. Answers are logical.	Slight hesitation. Natural response.
3	Some mispronunciation	Several errors	Frequent errors and no variety	Not prepared to answer questions. Answers are logical.	Frequent hesitation. No breakdown of communication
2	Frequent mispronunciation	Many errors that affect ability to communicate	Many errors affect ability to communicate. Vocabulary not varied.	Student does not answer questions. Answers are not logical.	Many pauses and not natural
1	Incomprehensible	Incomprehensible	Incomprehensible	Does not answer questions.	Incomprehensible
Score					



Rubric for Menu Project

Menú

	Exceeds the standards	Meets the standards	Partially meets the standards	Does not meet the standards	No work attempted
Presentation/ Neatness	In addition to meeting the standard, the menu may be laminated, include exceptional art work, etc.	Menu is well organized, neat, and easy to read. Includes visuals that enhances the description.	Menu is lacking one of the following: organization, neatness, legibility, and quality visuals.	Menu is lacking more than one of the following: organization, neatness, legibility, and quality visuals.	No menu submitted.
Requirements	Menu includes five food items for each category with a picture and a price for each.	Menu includes each of the requirements.	Menu is lacking one of the requirements.	Menu is lacking more than one of the requirements.	No menu submitted.
Spelling/ grammar	Menu has no spelling or grammar errors.	Menu has one or two spelling/ grammar errors.	Menu has three to five spelling/ grammar errors.	Menu has more than five spelling/ grammar errors.	No menu submitted.

Diálogo

	Exceeds the standards	Meets the standards	Partially meets the standards	Does not meet the standards	No work attempted
Organization/ Neatness	In addition to meeting the standard, the script is typed.	Script is well organized, neat, and easy to read. Script is formatted appropriately.	Script is lacking one of the following: organization, neatness, legibility, and formatting.	Script is lacking more than one of the following: organization, neatness, legibility, and formatting.	No script submitted.
Requirements	In addition to meeting the standard, the script includes three additional vocabulary words for each section.	Script includes each of the requirements.	Script is lacking one of the requirements.	Script is lacking more than one of the requirements.	No script submitted.



Spelling/ Grammar	Script has no spelling or grammar errors.	Script has one or two spelling/ grammar errors.	Script has three to five spelling/ grammar errors.	Script has more than five spelling/ grammar errors.	No script submitted.
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Presentación

	Exceeds the standards	Meets the standards	Partially meets the standards	Does not meet the standards	No work attempted
Setting the Scene	Student assumed the role by dressing in costumes, using music, etc.	Student had a minimum of six props that enhanced the dialogue.	Student had one to five props that enhanced the dialogue	Student did not have any props.	Student did not present.
Pronunciation	There were no pronunciation mistakes in the presentation.	Student mispronounced one or two words in the presentation.	Student mispronounced three words in the presentation.	Student mispronounced more than five words in the presentation.	Student did not present.
Eye contact	Student maintains eye contact with audience never or rarely using notes.	Student maintains eye contact most of the time, but occasionally uses notes.	Student occasionally makes eye contact, but mostly uses notes.	Student rarely makes eye contact and always uses notes.	Student did not present.
Stage presence	Student spoke loud and clearly. Kept audience interested and engaged.	Student spoke loudly and clearly. Kept audience interested.	Student spoke low. Difficult to hear. Kept audience interested at times.	Student mumbled. Spoke low. Did not capture the attention of the audience.	Student did not present.
Memorization	Students had all lines memorized.	Student missed one or two lines.	Student missed two or three lines.	Student missed more than four lines.	Student did not present.



Oral Presentation Rubric

	4	3	2	1	0	Total
Recitation	Student recited OP with no errors in syntax.	Student recited OP with a few errors in syntax and/or need prompting.	Student recited OP, but needed significant prompting.	Student read OP.	Student did not recite OP.	
Pronunciation	Pronunciation was entirely comprehensible and accurate.	Pronunciation was mostly comprehensible and accurate.	Pronunciation interfered with comprehension to a small degree.	Pronunciation profoundly affected comprehension.	Student made no attempt to pronounce correctly.	
Preparation			Student remained on task during the practice and rehearsal of his/her OP.	Student occasionally had to be reminded to remain on task during the practice and rehearsal of his/her OP.	Student frequently had to be reminded to remain on task during the practice and rehearsal of his/her OP or did not rehearse.	
Citizenship & Cooperation			Student listened politely and attentively to the OPs of fellow students.		Student did not listen politely and attentively to the OPs of fellow students.	
Necessary Materials			Student had accompanying picture.	Student did not bring in a picture but used one from another student or from within the classroom.	Student did not have accompanying picture.	
					Total:	/14



Glossary of Terms

Classical languages: languages such as Latin and ancient Greek that continue to be read, but not spoken

Modern languages: languages currently in use in written, spoken, or signed forms, including American Sign Language (ASL)

Target language: the language a student is studying

Target culture: a culture that uses the language a student is studying; for example, Mexico and Spain represent distinct and different cultures a student of the Spanish language might study



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