

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



World Language

Introduction to World Languages

Course Description

Introduction to World Language Study will introduce students to foundational skills for second language learning and will provide a basic introduction to the three languages taught at RMHS. Students will explore the influence of other languages on English vocabulary and grammar. Beginning with fundamental skills of second language acquisition, students will learn basic vocabulary and grammar structures with an emphasis on listening to and speaking the target language. The course is designed to support students with little to no experience with second language learning. This one year world language course will teach essential skills for a student to move to the introductory year of French, Latin, or Spanish at RMHS. At the end of this course students will be at the Novice level of the ACTFL performance descriptors.

Content Standards

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning. Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning. Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

Student Skills

- Students can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
- Students can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
- Students can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
- In my own and other cultures I can identify products and practices to help me understand perspectives.



Concepts	Essential Questions	Key activities May include:
Welcome to Language Learning!	<ul style="list-style-type: none"> ·What is language? ·How do you communicate? ·How can I survive and thrive in a world language classroom? 	<p>Invent a unique language</p> <p>Create organizational strategies and tools for language learning</p> <p>Play translation “telephone” game</p>
Salvete! Hello! Latin and the foundations of Language	<ul style="list-style-type: none"> ·How do people communicate? ·How do we figure out meaning when we don’t understand words? ·When is a dictionary not enough? ·What is storytelling? What is fable? ·What does our clothing tell others about who we are? 	<p>Read and illustrate a Latin story</p> <p>Dress as and create symbols of Greco-Roman deities</p> <p>Diagram a word derivative tree from Latin roots</p>
Bienvenue! Welcome! Beginning to communicate in French	<ul style="list-style-type: none"> ·How do we greet each other? ·How is listening different from reading? ·How is written language different from spoken language? ·What do good speakers sound like? ·How does speaking in another language help me better understand my own? ·How do we express our likes & dislikes? ·What story do maps and globes tell about culture? 	<p>Create a skit in which students introduce themselves and others at a party.</p> <p>Write a letter to a new pen pal.</p> <p>Graph and discuss the likes/ dislikes of the class.</p>
¡Bienvenidos! Welcome! Recognizing oneself through Spanish.	<ul style="list-style-type: none"> ·How is the culture of a place reflected in its primary language? Food? Customs? ·How does where I live shape who I am? ·How do we measure time? costs? ·What mistakes are worth making? ·What is polite? ·What is impolite? 	<p>Create a travel itinerary including times, dates, and costs.</p> <p>Perform a skit ordering food in a restaurant.</p> <p>Direct a classmate on a scavenger hunt.</p>
Extending Language Learning	<ul style="list-style-type: none"> ·How will learning a language benefit my life? ·What are my expectations for learning another language? ·What risks are worth taking? ·What are my next steps for continuing with studying a language? 	<p>Self-reflect on language learning and interests.</p> <p>Develop an individualized language learning plan.</p> <p>Create a foundation resource for future language learning.</p>
Myself and Language	<ul style="list-style-type: none"> ·How do I communicate? ·What information is important to communicate with others? ·How do I understand the world around me? ·What learning do I value? 	<p>Create a scrapbook of personal language learning.</p> <p>Illustrate oneself surrounded by essential language.</p> <p>Develop a plan for future language study.</p>

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

Content Standards

The Content Standards describe what students should know and be able to do once within the area of mathematics.

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.