

# MOSCOW SCHOOL DISTRICT CURRICULUM GUIDE

Grades 7-12

**Subject/Course: World Languages – Level 1**

**Standard 1: Acquisition and use of language.**

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Level 1 students use the four skills of language acquisition (listening, speaking, reading, and writing) with respect to very basic vocabulary. Students comprehend the language in context when spoken slowly and clearly by teachers or teaching resources. Students read short, modified texts and differentiate symbols, words, questions, and statements. Students write in short simple sentences. Students speak in rehearsed responses to rehearsed questions. The output of a level one student is comprehensible to a sympathetic world languages teacher.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Listening</b>	<ul style="list-style-type: none"> <li>• 7-12.WL1.1.1.1 Comprehend basic vocabulary in isolation and in context.</li> <li>• 7-12.WL1.1.1.2 Capture essential information from everyday conversations and short passages (e.g., cognates, context clues).</li> <li>• 7-12.WL1.1.1.3 Recognize basic sentence types (e.g., questions, sentences, commands, negative and positive).</li> <li>• 7-12.WL1.1.1.4 Comprehend question words (e.g., who, what, when, where, how).</li> <li>• 7-12.WL1.1.1.5 Recognize number and gender signals.</li> <li>• 7-12.WL1.1.1.6 Distinguish between formal and informal address.</li> </ul>	<p>Teacher uses flash cards to introduce basic vocabulary.</p> <p>Teacher reads a short passage from the book to students, and asks for any word recognition or sentence understanding.</p> <p>Use of Total Physical Response (TPR) such as Simon says.</p> <p>Use of songs. “Canción de preguntas” WB p 196-199</p> <p>WB p 185-190 Use of visuals. Students listen and comprehend when teacher speaks in the target language and points at visuals.</p> <p>WB p. 197-198 Ud. vs Tú</p>	<p>CD listening exercises from WB p. 185-277</p>	
<b>Goal 1.2: Speaking</b>	<ul style="list-style-type: none"> <li>• 7-12.WL1.1.2.1 Use basic vocabulary to respond to familiar prompts.</li> </ul>	<p>Teacher uses flash cards and other visual materials to introduce basic vocabulary.</p>		

	<ul style="list-style-type: none"> <li>• 7-12.WL1.1.2.2 Express preferences, desires, opinions, and feelings.</li> <li>• 7-12.WL1.1.2.3 Use appropriate level of politeness in simulated social exchanges.</li> </ul>	<p>Students repeat after teacher.</p> <p>Use of speaking activities such as conversational cards. Encourage students to speak by asking question related to the theme.</p>		
<b>Goal 1.3: Reading</b>	<ul style="list-style-type: none"> <li>• 7-12.WL1.1.3.1 Decode written text, diacritical marks, and symbolic systems.</li> <li>• 7-12.WL1.1.3.2 Recognize written forms of basic vocabulary.</li> <li>• 7-12.WL1.1.3.3 Associate the written text with spoken forms.</li> <li>• 7-12.WL1.1.3.4 Recognize cognates and borrowed words.</li> </ul>	<p>Using passages from the text book, students underline cognates and verb tenses related to the unit.</p> <p>Students listen and comprehend when teacher speaks in the target language and points at visuals.</p>		
<b>Goal 1.4: Writing</b>	<ul style="list-style-type: none"> <li>• 7-12.WL1.1.4.1 Write basic vocabulary and short sentences (e.g., from dictation, picture cues, cloze activities, word banks).</li> <li>• 7-12.WL1.1.4.2 Write a logical response to a familiar question or comment.</li> <li>• 7-12.WL1.1.4.3 Rewrite sentences, using substitutions.</li> <li>• 7-12.WL1.1.4.4 Construct simple sentences using familiar vocabulary and phrases.</li> </ul>	<p>Text book and work book exercises.</p> <p>Teacher writes a question and an answer on the board, students follow model and continue answering the rest of the questions.</p> <p>Students change a sentence from singular to plural. Students write a bibliography.</p>		

## Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Level 1 students identify some parts of speech found in basic sentence grammar in the target language. Students demonstrate connections between the target language and English (cognates), determine whether sentences are positive or negative, and begin to use present tense verbs correctly. Students use a short, comprehensible sentence structure, although it may not be completely accurate.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
<b>Goal 2.1: Analysis of Language Elements and Products</b>	<ul style="list-style-type: none"> <li>● 7-12.WL1.2.1.1 Manipulate components of simple statements, questions, and commands (e.g., parts of speech, punctuation, and word order).</li> <li>● 7-12.WL1.2.1.2 Derive meaning from word order.</li> <li>● 7-12.WL1.2.1.3 Recognize appropriate verb endings in the present tense.</li> <li>● 7-12.WL1.2.1.4 Compare linguistic elements among languages.</li> <li>● 7-12.WL1.2.1.5 Recognize systematic changes in word families.</li> </ul>	<p>Teacher teaches grammar using the board or overhead. Teacher also models pronunciation.</p> <p>Teacher shows how to conjugate verbs and continues with learning activities such as battleship, board races, cube and ball game.</p>		
<b>Goal 2.2: Modification and Manipulation of Language Elements and Products</b>	<ul style="list-style-type: none"> <li>● 7-12.WL1.2.2.1 Use systematic changes within word families to expand vocabulary.</li> <li>● 7-12.WL1.2.2.2 Use appropriate verb endings in the present tense to convey meaning.</li> <li>● 7-12.WL1.2.2.2 Modify sentences to express positive and negative aspects.</li> <li>● 7-12.WL1.2.2.3 Organize components of statements, questions, and commands to convey meaning.</li> </ul>	<p>Total Physical Response Storytelling. TPRS. Teacher tells a story using correct verb endings and uses students as actors.</p>		

### Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language.

Level 1 students find the areas of the world where the target language is spoken, name those lands and states in which the language is spoken, recall some historical facts about those places, and compare daily activities in their own Idaho culture with those in the target cultures. Students demonstrate awareness of customs of politeness (such as forms of address) in the target culture. Cultural discussions are largely in English.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<b>Goal 3.1: Historical Context</b>	<ul style="list-style-type: none"> <li>● 7-12.WL1.3.1.1 Recognize major historical and cultural figures and events from the target culture.</li> <li>● 7-12.WL1.3.1.2 Identify historical connections between English and the target language (e.g., cognates, language origins).</li> </ul>	<p>Country project. Using internet resources, students choose a country to research.</p> <p>Students read out loud to each other the country essay at the end of each chapter.</p>		
<b>Goal 3.2: Geographical Context</b>	<ul style="list-style-type: none"> <li>● 7-12.WL1.3.2.1 Locate the areas in the world where the target language is spoken.</li> <li>● 7-12.WL1.3.2.2 Describe the geographical features of major areas where the target language is spoken.</li> </ul>	<p>Using maps, teacher points at the countries where the target language is spoken.</p>		
<b>Goal 3.3: Cultural Context</b>	<ul style="list-style-type: none"> <li>● 7-12.WL1.3.3.1 Compare and contrast the everyday life and social observances of the target culture with U.S. culture.</li> <li>● 7-12.WL1.3.3.2 Recognize nonverbal cues and body language typically used in the target language.</li> <li>● 7-12.WL1.3.3.3 Use appropriate cultural responses in diverse exchanges (e.g., forms of address, levels of familiarity.)</li> </ul>	<p>After reading a short cultural passage, teacher encourages discussion about different cultural aspects, such as the use of uniform in the Spanish speaking countries, holydays, food, and body language.</p>		