

**Newport Public Schools
Curriculum Framework**

Foreign Language Arts Level II

Goal One: COMMUNICATION

Standard	Benchmarks	Suggested Resources	Instructional Strategies	Assessments Student Work
<p>Standard 1.1</p> <p>*Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</p>	<p>*Students exchange essential information such as greetings, leave, taking, and common classroom interactions using culturally appropriate gestures and oral language on a daily basis.</p> <p>*Students share needs, opinions, preferences, and feelings in tenses other than the present.</p> <p>*Students can recognize and follow daily instructions related to basic classroom activities.</p>	<p>*Situation cards, overheads, texts, flashcards, computer labs, WWW, cassette tapes, videos, workbooks, and pictures</p>	<p>*The teacher engages in action routines, demonstrations, descriptions, visual based organizers, oral labeling, oral retelling, TPR, picture stories, problem solving routines, role play, brain storming, guided questions, and other teaching strategies to encourage active oral participation at a higher level.</p>	<p>*Students demonstrate and Participate in dialogues, class participation, question and answers, scenarios, skits, student recordings, presentations, portfolios, and oral quizzes assessed by rubrics.</p>

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Goal One: COMMUNICATION

Standard	Benchmarks	Suggested Resources	Instructional Strategies	Assessments Student Work
<p>Standard 1.2</p> <p>*Students understand and interpret spoken and written Spanish, French, or German on a variety of topics.</p>	<p>*Students understand and follow oral and written directions related to daily classroom activities.</p> <p>*Students understand spoken and written messages on topics of personal interest, such as family life, leisure, school activities and everyday occurrences.</p> <p>*Students demonstrate survival skills in such situations as shopping (food & clothing), travel on public transportation, etc.</p> <p>*Students comprehend the principal message contained in various foreign language media such as illustrated texts, posters, menus, and advertisements.</p>	<p>*Text books, pen pals, e-mail correspondence, workbooks, cassettes, videos, computers, internet, library, regalia, and children's books</p>	<p>*The teacher engages in cloze readings, cassette recordings, directed writing, workbook activities, guided questions, reading and answering questions, picture stimuli, dictations, and personal questions, modeling and demonstrating authentic situations.</p>	<p>*Portfolios, listening activities, video activities, reading comprehension, tests, quizzes, and authentic situation re-enactments. Appropriate rubrics.</p>

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Standard	Benchmarks	Suggested Resources	Instructional Strategies	Assessments Student Work
<p>Standard 1.3</p> <p>*Students present information, concepts, and ideas in Spanish, French, or German to an audience of listeners or readers on a variety of topics.</p>	<p>*Students prepare and present short oral reports on a variety of topics.</p> <p>*Students prepare and present materials such as advertisements, menus, conventions of letter writing, making telephone calls, etc.</p> <p>*Students write original short paragraphs on topics of personal interest, letters, simple brochures, etc.</p> <p>*Students prepare recorded dialogues.</p>	<p>*Text books, pen pals, e-mail correspondence, workbooks, cassettes, videos, computers, internet, library, and regalia</p>	<p>*Teachers facilitate directed compositions, brainstorming; provide guidelines for peer editing, rewriting, final drafts, visuals, overheads, texts, modeling, rubrics, vocabulary expansion, guided questions, organizational charts and simple story books.</p>	<p>* Oral reports, presentations, letters, envelopes, simple brochures, menus, and recorded dialogues assessed by rubrics.</p>

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Goal Two: CULTURES

Standard	Benchmarks	Suggested Resources	Instructional Strategies	Assessments Student Work
<p>Standard 2.1</p> <p>*Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic, Francophone, or German cultures.</p>	<p>*Students identify the differences and similarities between life in their own region and that of students in other parts of the world.</p> <p>*Students learn about and participate in activities enjoyed by other cultures such as: games, sports, music, dance, drama, birthday celebrations, songs, celebrations, and foods.</p> <p>*Students participate in age appropriate cultural activities such as: *Recognizing and developing an awareness of the diversity of social customs and values such as family life, folk lore holidays, and traditions.</p>	<p>Guest speakers, travelers, internet, regalia, movies, video, foreign products, the various foreign visitors in the community.</p>	<p>*The teacher relates personal travel experiences.</p> <p>*The teacher provides opportunities to participate in foreign holiday celebrations, invites participation of foreign students, and guest speakers.</p>	<p>* Presentations, reports, culturally specific decorations for celebrations, tests and quizzes, skits, and dialogues. Written assignments, addressing envelopes, and making telephone calls assessed by rubrics.</p>

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Goal Two: CULTURES

Standard	Benchmarks	Suggested Resources	Instructional Strategies	Assessments Student Work
<p>Standard 2.2</p> <p>*Students demonstrate an understanding of the relationship between the products and perspectives of the Hispanic, Francophone, or German cultures.</p>	<p>*Students identify and understand the tangible products of the foreign world such as: monuments, dwellings, transportation, foods, and currencies.</p> <p>*Students identify and understand age appropriate expressive products such as: songs, dance, drama, music, literature, folk lore, art, film, and fashion.</p> <p>*Students recognize common themes, ideas, and perspectives such as: individual and family responsibilities, work ethic, societal, and interpersonal interactions.</p>	<p>*Regalia, videos, tapes, CD's, slides, community guest speakers, technology, and texts.</p>	<p>*The teacher relates personal travel experiences.</p> <p>* The teacher presents regalia, exemplars, and visuals.</p> <p>*The teacher leads guided discussions.</p> <p>*The teacher demonstrates examples of dance, music, art, etc.</p>	<p>* Informal assessment, class presentations, quizzes and tests, student performances, skits, dialogues, posters, individual or group projects, and food preparation. Appropriate rubrics.</p>

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Goal Three: CONNECTIONS

Standard	Benchmarks	Suggested Resources	Instructional Strategies	Assessments Student Work
<p>Standard 3.1</p> <p>*Students reinforce and further their knowledge of other disciplines through Spanish, French, and German.</p>	<p>*Student’s knowledge of English grammar is reinforced through the study of the foreign language.</p> <p>*Students discuss basic topics from other disciplines in the foreign language such as: geographical information, math facts and measurements, weather, historical facts and highlights.</p> <p>*Students expand their information in other areas such as geography, art, world history, math, music, sociology, and science.</p>	<p>*Regalia, videos, tapes, CD’s, slides, community guest speakers, technology, and texts</p>	<p>*Teacher coordinates inter-disciplinary topics with teachers of other subjects.</p> <p>*Teacher conveys relevance of foreign language to other topics.</p> <p>*Teacher relates personal travel experiences relevant to various connections.</p>	<p>* Oral & written reports and presentations assessed with appropriate rubrics, writing assessments according to state standards. Tests and quizzes.</p>

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Goal Three: CONNECTIONS

Standard	Benchmarks	Suggested Resources	Instructional Strategies	Assessments Student Work
<p>Standard 3.2</p> <p>*Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish, French, or German language and their cultures.</p>	<p>* To begin to develop an international view of historical, sociological, artistic, geographic, or scientific topics. Students use age appropriate materials intended for native speakers of the same age.</p>	<p>*Library, web pages, internet, magazine articles, and recipes.</p>	<p>*Teacher provides appropriate resources and instructions. Provides opportunities to explore the cultures of the world engaging students from the viewpoint of a foreigner. Teacher relates personal travel experiences.</p>	<p>*Presentations and reports by rubrics, letters, culturally specific decorations, celebrations, tests, quizzes, skits, dialogues, written and oral assessment.</p>

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Goal Four: COMPARISONS

Standard	Benchmarks	Suggested Resources	Instructional Strategies	Assessments Student Work
<p>Standard 4.1</p> <p>*Students demonstrate understanding of the nature of language through comparisons between Spanish, French, German and English.</p>	<p>*Students recognize and understand cognates, borrowed words, idiomatic expressions, and thematic vocabulary.</p> <p>*Students understand and recognize the basic grammatical structure of the language such as verb conjugations, (future, conditional, passé' compose, imperfect (French); preterit imperfect, future conditional, present perfect (Spanish); present perfect, imperfect (German); and other grammatical structures.</p>	<p>*Textbooks, dictionaries, workbooks, teacher generated puzzles, activities, and worksheets. Situation cards, flash cards, games, overheads, and acting. Regalia.</p>	<p>*Teacher models and directs instructional comparisons and contrasts. Dictations. Explanations. Guided readings. Predictions. Mnemonic devices. Drills. Repetitions. Songs.</p>	<p>*Presentations and reports with appropriate rubrics, letters, tests, quizzes, skits, dialogues, written and oral assessments.</p>

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Goal Four: COMPARISONS

Standard	Benchmarks	Suggested Resources	Instructional Strategies	Assessments Student Work
<p>Standard 4.2</p> <p>*Students demonstrate understanding of the concept of culture through comparisons between Hispanic, French, or German cultures and their own.</p>	<p>*Students demonstrate an awareness of their own culture by comparing their daily activities with those of a foreign culture, such as travel survival skills, emergency room procedures, etc.</p>	<p>*Community resources. Personal experiences. Calendars, weather, charts, currency, brochures, internet resources, and native speakers in the classroom.</p>	<p>*Teacher models and demonstrates the cultural differences inherent in the study of a foreign language, such as travel schedules and preparations, family, education, daily routines, currency, shopping customs, emergency room situations, etc.</p>	<p>*Presentations and reports with appropriate rubrics, letters, tests, quizzes, skits, dialogues, written and oral assessments, exhibits, and brochures.</p>

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Goal Five: COMMUNITIES

Standard	Benchmarks	Suggested Resources	Instructional Strategies	Assessments Student Work
<p>Standard 5.1</p> <p>*Students use Spanish, French, & German both with and beyond the school setting.</p>	<p>* Students communicate through letters, e-mail, audio cassettes, and video tapes with students around the world at an introductory level.</p> <p>*Students name professions that benefit from proficiency in a foreign language.</p>	<p>*Menus, music, letters, e-mail, audio cassettes, and video tapes, career opportunity videos, classified ads, telephone books, library resources, community resources, such as fellow students, exchange students, foreign language television. Fellow workers, tourists, and foreign officers from Naval War College.</p>	<p>*Teacher organizes field trips, provides access to TV, internet, and other communication resources from the foreign culture. Teacher provides opportunities for interaction with foreign students and community resources.</p>	<p>Students demonstrate knowledge of and use community resources. Students use guided patterns to provide and obtain basic information in community settings such as work, with friends, at social events, etc. Students report to the class their exchanges. Appropriate rubrics.</p>

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Goal Five: COMMUNITIES

Standard	Benchmarks	Suggested Resources	Instructional Strategies	Assessments Student Work
<p>Standard 5.2</p> <p>*Students show evidence of becoming life-long learners by using foreign language for personal enjoyment and enrichment.</p>	<p>* Students watch language videos, television, movies or cartoons, and listen to music for enjoyment.</p> <p>*Students help prepare typical foods from foreign cultures.</p> <p>*Students demonstrate understanding of the importance of foreign language for success in the workplace and as a career choice.</p>	<p>* Cook books, videos, TV, internet, communication resources, travel resources, brochures, libraries, dictionaries, lectures, and plays.</p>	<p>* Teacher provides opportunities to explore career options for the use of foreign languages after formal educational development. Teacher relates experiences using foreign languages in common settings outside the classroom. Teacher provides students with information about local cultural enrichment activities.</p>	<p>*Journals, portfolios, students relating experiences with jobs, relationships, friends, etc. Appropriate rubrics.</p>