

FOREIGN LANGUAGE STANDARDS
East Side Union High School District 1998-99

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.”

Statement of Philosophy
Standards for Foreign Language Learning

By the end of year I, the students will meet the following standards in the target language:

Standard I (communication)

Students will demonstrate ability to understand and interpret written and spoken language on a variety of topics in a range of registers.

- a.** Students will be able to follow essential elements of oral communication on a variety of topics and obtain needed information.

Examples of the types of work students should be able to do to meet the standard:

- listen to dialogues and narrations and respond verbally or in writing.
- respond to instructions by the teacher or peers.
- demonstrate comprehension by completing dictation or cloze activities.
- listen to messages and note the essential information.
- list specific information from audio-visual material.

Sample;

Students respond having listened to a dialogue in a cafe by indicating what was ordered, what was the cost, what the amount of tip was, and what the menu choices were.

- b.** The students will be able to access graded texts and demonstrate orally and in writing, their comprehension of main ideas and supporting details.

Examples of the types of work students should be able to do to meet the standard:

- identify details, i.e. character descriptions, in short selections.
- respond to who-what-where-when...of written passages.
- read and interpret **authentic** written materials such as signs, schedules, menus, newspaper articles and children's literature.

Sample;

Students will read an article in their text about sports, and in writing they will respond to a series of questions demonstrating the comprehension of the main idea and supporting details.

Standard 2 (communication)

Students engage in simple conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

a. Students will be able to express themselves orally and the formulaic level on topics included in the ESUHSD's formally adopted textbook.

Examples of the types of work students should be able to do to meet the standard:

- follow simple instructions in order to participate in classroom activities.
- ask and answer questions about topics such as family, hobbies, home, community.
- role play common activities such as shopping, ordering and eating in a restaurant, describing health.
- describe themselves and others including feeling, emotions and opinions.
- understand and use conversational conventions and courtesies at the appropriate register.
- share likes and dislikes with each other and with the class.

Sample:

Students present a short skit about their after school activities with an invitation for classmates to participate in the activity.

b. Students will be able to express themselves in writing at the formulaic level on those topics included in the ESUHSD's formally adopted textbook.

Examples of the types of work students should be able to do to meet the standard:

- describe in writing themselves, their families, their homes and narrate experiences and events.
- fill out forms, write business and personal letters in the appropriate format.
- write notes, stories, historical information, descriptions.

Sample:

Students create greeting cards or other materials to celebrate a holiday from the target culture.

Standard 3 (cultures/comparisons)

Students recognize the value and contribution of different cultures and points of view.

The students will be able to demonstrate an understanding of the diverse cultures of the countries where the target language is spoken. (The usage of the target language may be limited at this level.)

Examples of the types of work students should be able to do to meet the standard:

- observe and use courtesies, gestures, manners appropriate in the target culture.
- become acquainted with dress, entertainment, food, educational system and familial relationships found in the target culture.
- experience different holidays and celebrations found in the target culture.
- become familiar with arts, sports, and life-styles enjoyed in other cultures.

Sample:

Working in groups of no more than four students will research a country where the target language is spoken and present a travel brochure including but not limited to food, dress, educational system and familial relationships.

Standard 4 (connections)

Students reinforce and further their knowledge of other disciplines through the use of the target language.

- Students convey information gathered from other disciplines on a familiar topic. (The usage of the target language may be limited at this level.)

Examples of the types of work students should be able to do to meet the standard:

- report on a specific country where the target language is spoken. This report can include, but not be limited to geography, history, literature, art and customs.

Sample:

Students can research and report on the life and work of a famous person from the target culture (i.e. artist, author, scientist, etc.)

Standard 5 (communities)

Students will be given the opportunity to show evidence of becoming life long learners by using the language for personal enjoyment and enrichment as well as career goals.

- a.** Students will participate in a variety of cultural and linguistic experiences.

Examples of the types of work students should be able to do to meet the standard:

- celebrate designated traditional holidays through activities associated with those holidays.
- read **authentic** documents in the target language for pleasure and relaxation.
- experience a variety of music and dances, typical of the target cultures.
- play sports and games from the cultures.
- view via media or participate in cultural events and social activities.
- obtain and exchange information on topics of personal interests.
- view art work representative of the target cultures.
- obtain information and visually and verbally explain the varied foods, i.e., restaurants etc., typical of the cultures.

Sample:

Students can experience eating at a restaurant that serves the cuisine of the target language and present an evaluative report.

- b.** Students will explore the advantages of knowing a language other than English in pursuing career options.

Examples of the types of work students should be able to do to meet the standard:

- interact with members of the local community to hear how they use the language in their various fields of work.
- investigate, and present to the class, the advantages of multilingual employees.
- establish relationships with speaker of other languages in the community or via e-mail or letters.
- plan real or imaginary travel to a designated country where the target language is spoken.

Sample:

Students can interview and write a brief report about a person whose job requires expertise in another language.