MULTICULTURAL CURRICULUM
RESOLUTION

DETROIT BOARD OF EDUCATION

PREAMBLE

The Detroit Public School district prepares students to be contributing American citizens in a pluralistic society. Students must understand and appreciate the totality of society. In addition to understanding its history and its problems, a society’s students must have positive self-esteem and must value cultural diversity. Students, parents, teachers and administrators must be empowered with the tools and opportunities necessary to create a society that ensures equity and equality for all of its citizens.

RESOLUTION

WHEREAS the students of the Detroit Public Schools are entitled to a well-ordered, accurate, truthful, factual and balanced education; and

WHEREAS a student’s positive self-esteem and sense of belonging is a prerequisite for learning and is influenced by cultural identity; and

WHEREAS the Detroit Public Schools must therefore assure that its entire curricula enable Detroit Public School students to develop an appreciation and understanding of the heritage of all people, especially of each student’s own ethnic, racial, cultural and linguistic group; and

WHEREAS the Detroit Public Schools must provide an opportunity to develop an appreciation and understanding of the heritage of staff’s own, other ethnic and cultural groups; and

WHEREAS a special emphasis must be placed on the contributions of people of color, women, and handicapped persons, and

WHEREAS a vast majority of the new entrants to the labor workforce will be either women, people of color, or immigrants;

Now therefore be it resolved that the General Superintendent of the Detroit Public Schools direct his staff (1) to develop procedures and guidelines for textbook selection; (2) to review all textbooks and instructional materials to ensure that they are accurate, complete and free of stereotypical views of any group whether expressed or implied, by statement, visual image or by omission; and when necessary, (3) to develop supplementary material when textbooks, other commercially available material fail to meet guidelines for comprehensive and accurate instruction; and be it finally.

RESOLVED that the General Superintendent direct the staff of the Detroit Public Schools to develop a comprehensive multicultural education plan which includes guidelines and procedures for program, staff and curriculum development.

DETROIT PUBLIC SCHOOLS
FEBRUARY, 1991
Acknowledgements

“Leaders learning from each other raises the bar for all” - Michael Fullan (2006)

This handbook was born out of the need to offer a comprehensive guide to principals and Global Language teachers so that they can successfully implement the new DPS Global Language Standards-Based Curriculum. This framework aims at preparing our 21st century students with linguistic and cultural tools to communicate effectively in a pluralistic American society and global community. We applaud Dr. Frano Ivezaj, Assistant Superintendent of Schools, who also supervises the Department of Multilingual-Multicultural Education (DMME), for his inspiration and commitment in spearheading this endeavor, which will directly impact the success of more than 30,000 DPS Global Language students.

A group of hardworking, highly qualified DPS educators was appointed to participate in the Global Language Curriculum Planning Committee. During a series of workshops, we analyzed our reality in the field of Global Languages and our students’ needs, researched on the latest trends in language acquisition and best practices, and convened on the need to align our DPS Global Language Curriculum to the World Language National and State Standards to equip our students both linguistically and culturally to compete globally. Some models of Curriculum Planning can be found on these pages. We appreciate the valuable contributions of the following DPS educators on this endeavor:

Viviana Muriel de Bonafede, Global Language Supervisor
Amy Molnar-Begnene, French teacher, Renaissance High School
Miriam Braun, Spanish teacher, Detroit School of Arts (DSA)
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Also, the thoughtful suggestions and generous contributions of time and resources from the following professionals is appreciated:
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Dr. Anne Nerenz, Eastern Michigan University
Dr. Emily Spinelli, Executive Director, The American Association of Teachers of Spanish and Portuguese
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An electronic pdf document is on website the **Department of Multilingual-Multicultural Education, Office of Global Languages**
Detroit Public Schools
Department of Multilingual-Multicultural Education
Office of Global Languages

Vision
All students will be exposed to a Standards-Based Curriculum for Global Languages in alignment with the National and State Standards for Foreign Language Learning in the 21st Century to equip them linguistically and culturally in order to communicate successfully in the global multicultural society.

Mission
The Office of Global Languages is committed to providing all students with a Standards-Based World Language Curriculum, which focuses on developing effective communication in at least one world language other than English as well as cultural competence towards developing better-equipped global citizens.

Beliefs
1. Language and communication are integral parts of the human experience.
2. Culture is embedded in the language. Thus, it should be an intrinsic part of Global Language instruction.
3. All students can learn at least one world language other than English if given the opportunity.
4. All students need to develop proficiency in at least one language other than English to enable them to compete in a global society.
5. All children learn best when actively engaged.
6. Highly-qualified Global Language teachers must meet the educational needs of all students.
7. Parents are vital partners in the language learning process.

Goals
1. To provide our diverse community of learners with a high level Standards-Based Global Language Curriculum, which includes the 5 C’s: Communication, Culture, Connections, Comparison, and Communities (a).
2. To increase the exposure to Global Languages and the full implementation of our Global Language Curriculum as a core academic area starting in the early years (b).
3. To provide a new lens through which our students build meaningful connections and access to the global community from a multicultural and multilingual perspective.
4. To work in partnership with students, parents, other educators, and the community to strengthen intercultural relationships.
5. To provide quality professional development to Global Language teachers so that they can engage their students with dynamic Global Language experiences.

(a). Through this language learning experience, students develop the ability to know how, when, and why to say what to whom when communicating in a Global Language (ACTFL, 1999). Additionally, they gain greater insight into the cultural aspects of people who speak the target language, see the connection between the study of language and other disciplines, develop a better understanding of the nature of their own language, and engage in language interactions within and beyond the classroom.

(b). Research indicates that it is essential to begin second language instruction from kindergarten in order to stimulate brain development at a critical stage, which leads to higher academic achievement in all areas.
The Need for Global Languages in DPS

There have been ongoing discussions at the State level of the need to increase the requirement to four years to cope with the increasing need to fit in a multicultural, multilingual global society and position our students socio-linguistically in the 21st Century by developing international mindedness and cultural understanding.

According to research conducted by Timpe (1979), there is a direct correlation between composite ACT scores and the number of years of Global Language Studies. Students who had four or more years of Global Language instruction scored significantly higher in ACT than students who had one or two years of Second Language learning. This study also concludes that, when students learn another language, they develop a better understanding of English Grammar, improve reading and writing skills, and acquire a wider abstract vocabulary.

The new Michigan Merit Curriculum, which is based on the 5 C’s -- Communication, Cultures, Connections, Comparisons, and Communities --, has changed the graduation requirement for World Languages. Beginning with the graduating class of 2016, all students need to have completed two credits of a world language other than English prior to their graduation, or demonstrate a two-year equivalent proficiency at the Novice High level on the American Council of the Teaching of Foreign Languages (ACTFL) Proficiency Scale. In other words, students at Novice-High Level are expected to use the language communicatively in highly predictable situations when interacting with native speakers in a variety of contexts.

It should be noted that many prestigious universities in our nation and abroad tend to give preference to students who have taken four or more years of global languages. Thus, if we want our students to compete in the global society and communicate effectively with native speakers, we need to provide them with Global Language education that helps them move beyond the Novice-High Proficiency Level.

Research conducted by ACTFL cited in Michigan Standards and Benchmarks, p 6, concludes that students who study the same language from Kindergarten through Grade 12 can reach the levels of Pre-Advanced or Advanced Low. In other words, acquiring a language at an early age allows a child to reach higher levels of language proficiency. As in many school districts, such as Birmingham, Grosse Pointe, Bloomfield, and Troy, there is an increasing need and demand by our K-8 DPS administration to provide our students with language instruction starting at elementary school. This guarantees that when our students graduate from high school, their proficiency level in a second language will be at level that will allow them to converse in another language and not just say they know how to say “hello” and “goodbye” and list vocabulary words, such as numbers and colors.

The United States is a multilingual, multicultural society, where many languages are spoken. Thus, we cannot be content with the old-fashioned idea that we are English speakers and everybody will understand us wherever we go. We must equip our students with the tools to communicate successfully in a pluralistic American society by promoting the recognition, understanding, and appreciation of our diversity, and educate them to be caring, compassionate, contributing citizens in the American society and in the global communities. Thus, it is utterly important that we offer a variety of language courses, as being proficient in other languages has become a national priority.
Globalization has made the world considerably smaller and it is utterly important to be able to communicate in the native language of the locals. There is no question that if we want our students to succeed in global communities, they need to be linguistically proficient and culturally equipped to interact with other people in their own languages.

The vision of the Department of Multilingual-Multicultural Education, is to offer an extensive and expanded global curriculum. We need to integrate multilingual, multicultural education in our schools so that all our students become more international-minded. We cannot go on ignoring that in other countries being able to communicate in two or more languages is the cultural norm whereas in the United States, unfortunately, is an aspiration which only a few and the privileged have access. Under *No Child Left Behind* (NCLB), all students, regardless of the socio-economic background, need to have access to an equal quality education.

Moreover, Mr. Roy Roberts, Emergency Financial Manager, and Ms. Karen Ridgeway, support our rationale and the expansion of Global languages offerings across the district. Examination and application High Schools in DPS currently require students to have 4 years of a Global Language. As stated in the *DPS Course Catalog and Program of Study*, p 11, “3-4 years of the same language is recommended”. Our goal is to expand Global Language education to all the comprehensible schools as well as K-8. The Detroit Board of Education fully supports the initiative of offering Global Languages at the elementary and middle school level.

In addition, after fifteen years of outdated global language textbooks, in November 2010, the district spent more than 4 million dollars on Global Language textbooks, not only for High School, but also for K-8 for Spanish, and supplementary material for Japanese, Chinese and German languages, as requested by the teachers.

For the first time in decades, the district has adopted K-8 Global Language curricula. The Department of Multilingual-Multicultural Education has served on the book selection committee, assisted with the distribution of the material, and arranged Professional Development for all Global Language teachers in the district so that teachers receive appropriate training in using the textbook as well as the online Global Language activities that come with the new textbook adoption.

There is no denying that there is a critical shortage of Global Language teachers both in our district and nationwide. Presently, there is a shortage of teachers in Chinese, Japanese, Arabic, Spanish, and even French, more so in DPS than in other suburban districts. In the event that a DPS school loses a teacher due to absence or extenuating circumstances, the task of finding a teacher or substitute to continue providing Global Language Education to our students is complicated.

In order to accomplish our goal of expanding Global Languages in our district and fill in the gap at various comprehensive high schools, the best viable option is to provide our students with Distance Learning of a Global Language. Distance Learning offers a cost effective alternative. It provides direct instruction via Skype, interactive with live instructors using the latest technology and it is in compliance with the Michigan Standards aligned with the American Council of the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.

In the near future, Distance Learning will be incorporated in our curricula. Chinese-Mandarin, French, and Spanish distance learning courses will be offered to elementary, middle and high school students. This method has proven to be effective for acquiring another language in
other school districts and we are seeing evidence of that now through our pilot program that took place at two schools: Martin Luther King HS and FLICS, during 2011-2012 school year. This program utilizes the latest technology to provide instruction of Chinese-Mandarin through live online connections. Students participate enthusiastically in a lesson locally while the teacher in China conducts the lesson. These students have two lessons per week conducted from China using state-of-the-arts technology.

There is no question that Distance Learning brings a new path to learning languages. Currently, our high school students are offered a foreign language for four years in selected schools. The Department Multilingual-Multicultural Education recommends that Global Language education be offered at elementary and middle schools as well as through Distance Learning.

The development and the use of our curricula by Distance Learning should coincide with our curricula, which aligns with the National and State Standards. Our Curricula will serve as a model for other schools nationwide. We are excited about the prospects and the benefits of Distance Learning at DPS.
The Standards for Foreign Language Learning in the 21st Century - ACTFL, 1996

Historical Background and Evolution

For many decades, Foreign Language Teachers focused their instruction exclusively on teaching the how (grammar) and what (vocabulary) of languages, however, evidence showed that after years of language study students were only able to talk about the language, but rarely, able to interact in the language. ACTFL concluded that language educators need to concentrate on teaching the why, the whom, and the when (the socio-linguistic and cultural aspects of language) in order to develop the learners’ communicative skills in the target language so as to genuinely interact.

Thus, in 1996, eleven language educators from diverse backgrounds were recruited by several Foreign Language organizations to undertake a three-year task to develop the Standards for Foreign Language Learning: Preparing for the 21st Century (1996), which describes what students CAN DO with the language versus what they CAN SAY ABOUT the language.

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 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 & 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.

Below is the essence of the National Standards for Foreign Language Learning in the 21st Century (1999, p. 7), a visionary document to improve foreign language education in our schools:

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 to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.

Since then, the focus on language instruction has switched from teaching students to talk about languages to helping students use languages for communication. Now, instead of teaching grammar and vocabulary for its sole purpose, foreign language educators need to gear their instruction around the World Language Standards.

The State of Michigan, like many other state and local agencies, adopted the National Standards for Foreign Languages Learning in the 21st Century. The Michigan World Language Standards and Benchmarks, provide the details necessary to put the National Standards into practice in the local classrooms.

Our new, well-articulated, rigorous Global Languages Curriculum aligns classroom instruction and assessment with the standards. The standards do not dictate what to teach, but rather provide common goals to achieve. The emphasis is on developing language within its three modes of communication—interpersonal, interpretative, and presentational. Thus, instruction is conducted primarily in the target language. As the goal is to prepare all students to actively and effectively participate in the dynamic 21st century Global community, culture is consistently introduced.

The curriculum embraces all the languages taught in Detroit Public Schools: Spanish, French, German, Chinese, Arabic, Japanese, Russian, Latin, and American Sign Language. However, as these languages have unique characteristics, some modifications may need to occur to reflect their special traits (i.e. in Latin, the emphasis is reading).

All learners deserve the opportunity to develop communicative abilities in another language in addition to English. However, let's be clear… Learning a language is a life-long process. It takes many years to develop proficiency in a language and it requires a lot of time and effort. Just as students develop their first language throughout their lives, they also need to refine their second language over time with continuous instruction to achieve a certain level of fluency. To reach an acceptable language proficiency level and be able to converse in another language effectively, students need to begin at an early age to make the necessary connections. Thus, we hope that in a near future ALL DPS students benefit from continuous Global Language instruction from Kindergarten through 12th grade to prepare them for a world that is remarkably different.
**21st Century Global Language Education**

The focus in language education in the 21st Century is no longer in grammar, memorization, and learning from note, but rather using language and culture knowledge as a means to communicate and connect to others around the globe. Technology allows our language learners to use the target language beyond the classroom setting, and reach out to the world.

<table>
<thead>
<tr>
<th>What’s OUT?</th>
<th>What’s IN?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional approach to teach vocabulary and grammar</td>
<td>Proficient, Standards-Based Approach based on the 5 C’s</td>
</tr>
<tr>
<td>Students learned about the language (grammar)</td>
<td>Students learn to use the language</td>
</tr>
<tr>
<td>Focused on isolated skills (listening, speaking, reading, and writing)</td>
<td>Communicative approach</td>
</tr>
<tr>
<td>Linear learning</td>
<td>Focus on the three modes of communication: interpersonal, interpretive, and presentational</td>
</tr>
<tr>
<td>Meaningless drills</td>
<td>Non-linear learning</td>
</tr>
<tr>
<td>Isolated cultural “factoids”</td>
<td>Language and Culture to raise global awareness</td>
</tr>
<tr>
<td>Use of technology as a “cool tool” Computer labs</td>
<td>Emphasis on the relationship among the perspectives, practices, and products of the culture</td>
</tr>
<tr>
<td>Teacher-centered Instruction</td>
<td>Use of technology effectively to promote academic achievement</td>
</tr>
<tr>
<td>Teacher as presenter-lecturer</td>
<td>Student-made videos, student blogs, Wikis and podcasts, etc</td>
</tr>
<tr>
<td>Authoritative teacher attitude</td>
<td>Smart-Boards, IPADS, Laptops, etc</td>
</tr>
<tr>
<td>Tense classroom environment for many students</td>
<td></td>
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<tr>
<td>Same instruction for all students</td>
<td>Differentiating instruction to meet individual needs</td>
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<tr>
<td>Coverage of a textbook (the curriculum)</td>
<td>Design Learning Scenarios or thematic units focusing on what learners can do with the language</td>
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<tr>
<td>Understand the world through the textbook</td>
<td>Authentic resources to help learners understand how to view the world through language learning</td>
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<tr>
<td>Test to find out what students do not know</td>
<td>Assess to find out what students can do</td>
</tr>
<tr>
<td>Worksheets Prefabricated exams</td>
<td>Use a variety of assessment: formal and informal assessment, authentic assessment, task-Based activities, Portfolios</td>
</tr>
<tr>
<td>Arbitrary criteria for grading Grade-driven</td>
<td>Provide alternative assessment for students with diverse needs, learning styles, and levels of language proficiency</td>
</tr>
<tr>
<td>Language learning will get students a better job</td>
<td>Use of Rubric</td>
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<td></td>
<td>Learners have audiences to share their progress in the language</td>
</tr>
<tr>
<td></td>
<td>Language empowers students to communicate with others across the globe</td>
</tr>
<tr>
<td></td>
<td>Comprehensive essential skill set is needed for employment</td>
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</tbody>
</table>

(Based on reading from ACTFL 21st Century Skills Map and [www.eatonintl.com](http://www.eatonintl.com))
IN VOLVING ALL STAKEHOLDERS
(Adapted from New Jersey World Language Framework)

STUDENTS
Through the study of World Languages, all DPS students will be empowered with knowledge, skills, attitude, and commitment relevant to living responsibly in a multicultural, interdependent world. In addition, they will become more competitive globally.

TEACHERS
World Language teachers will become “agents of change”, as they will provide all DPS students with Standards-based, proficiency-oriented Global Language instruction and assessment. They will participate in multiple Professional Development opportunities to improve their own language proficiency in the target language and their pedagogical skills.

ADMINISTRATORS
Administrators will become a “driving force” for facilitating and guiding sound curricular decisions, challenging the permanence of accepted practice, and catalyzing the vision of well-articulated K-12 World Language programs.

PARENTS
Parents will discover a new sequence, new instructional approaches, and new content in DPS Global Language programs, which most probably may differ from their past personal learning experiences. Parents will be a valuable resource when invited to the Global Language class. They will become learners of other languages and cultures themselves. In addition, they will witness their children’s linguistic competencies grow, as they share with them their language experiences.

THE BUSINESS COMMUNITY
The Detroit business community will find that students with Global Language skills have developed valuable insight regarding the profound implications of language and culture in the economic and business world. Our students will be able to participate more fully in the community through cultural experiences. Business professionals will share their experiences when participating in Global Language activities.

COLLEGES AND UNIVERSITIES
In a few years, colleges and universities will be receiving DPS students who are products of proficiency-based K-12 Global Language programs, and who are able to communicate effectively in one or more World Languages other than English.
New Graduation Requirements for World Languages

To prepare Michigan’s students with the skills and knowledge needed for the jobs of the 21st century global economy, the State of Michigan has established a rigorous new set of statewide graduation requirements. The Michigan Merit Curriculum Credit-Experience Guidelines (p. 3) states:

The State Board of Education expects all students, beginning with the graduating class of 2016, to complete two credits of a world language (in the same language) other than English prior to graduation, or demonstrate a two-year equivalent proficiency. Students are required (1) to demonstrate holistic proficiency at the Novice High level on the ACTFL Proficiency Scale; (2) demonstrate basic knowledge of cultural practices, products, and perspectives of the culture(s) in which the language is used; (3) gain cultural knowledge as well as knowledge in other curricular areas using the world language; (4) demonstrate an understanding of the nature of language and culture through comparisons of the language and culture studied and their own; and (5) use the language both within and beyond the school setting.

The Novice High level is characterized by the ability to function in highly predictable situations using words, phrases, and complete sentences. At the Novice High level, students can communicate with people who are accustomed to interacting with non-native speakers (1) in a variety of contexts relating primarily to oneself, family, friends, home, school, neighborhood, community, and country; and (2) to carry out a variety of language functions, including socializing, identifying and describing, exchanging information and exchanging opinions. For a more detailed list of contexts and functions appropriate to the Novice High level, see the Michigan World Languages Standards and Benchmarks, and the ACTFL Proficiency Guidelines.

All DPS students who demonstrate either Novice-High language proficiency acquired in grade K-8 or in other settings can earn two credits depending on their level of language proficiency by testing out via a comprehensible, Standards-Based exam administered by the district before registration for High School. Also, students can demonstrate Novice-Mid language proficiency by testing out and earn 1 credit.

Instructional Options
Detroit Public Schools offers a sequence of study equivalent to two years of high school in a variety of ways. For example, students may complete:
1. Two years of classroom instruction at the high school level;
2. Formal instruction in the same world language over the course of the K-8 experience at select schools, however, district-wide language proficiency
assessment is required. This assessment must be aligned with the Michigan World Languages Benchmarks
In addition, proficiency can be achieved by extending opportunities beyond the classroom, such as study abroad programs, college coursework, home or heritage languages, online courses, or other life experiences. However, the district-wide assessment is required to demonstrate language proficiency.

Equity of Access
Regardless of the program model or mode of instruction, the district must ensure equity of access to two high school credits in the same world language and must provide a process for evaluating equivalent proficiency earned through experiences beyond the 9-12 classroom experience.
For more information about the new Graduation Requirements for World languages Other than English, please consult the Michigan Merit Curriculum Credit-Experience Guidelines-World Languages located in the Appendix. This useful framework intends to assist principals, teachers and counselors in successfully implementing the new requirement.

Important Implications for Bilingual Students:
This new World Language Graduation Requirement offers Bilingual students the option to take the proficiency exam on the dates and location established by the Office of Global Languages and if they test-out, the student can: a. continue developing their native language by registering for more advanced courses, b. register for another Global language course; c. opt out of a World Language by, due passing the Language Proficiency Exam.

The Office of Global Languages is in the process of designing opportunities for students to meet the new world language requirement for graduation. We are working towards designing district-wide exams to offer the possibility to students, who are entering eighth grade in the Fall 2011, to prove their language proficiency equivalent to Novice High. Please contact the Global Language Department at 313-873-7659 for more information.

“A language is far more than an intellectual, cognitive challenge. It is a means to grow and mature though the experience of other cultures. It gives breadth and depth to our personalities. It allows us to approach problems differently because we have experienced different worlds; it allows us, as Proust says, to see with new eyes.” Veronica Lacey in “Planning Curriculum: Learning World Languages”
DPS Office of Global Languages Improvement Plan

Vision: All students will be exposed to a Standards-Based Curriculum for Global Languages in alignment with the National and State Standards for Foreign Language Learning in the 21st Century and to match Michigan World Language requirements.

Objective: New Global Language Standards-based Curriculum Adoption
Form a Professional Learning Community with Selected Global Language Teachers from all levels of instruction who will engage in discussions about the latest research-based trends in language learning and create our Global Language Curriculum that addresses the needs of all students and is aligned with National and State Standards for Foreign Languages. The Standards, which match the MDE World Language requirements, are organized around the 5 C’s: Communication, Culture, Connections, Comparisons, and Communities.


Strategy Statement: Create our Global Language Curriculum for elementary, middle and high schools that will address the needs of all students, including heritage language learners, gifted learners, and learners with diverse needs. This Curriculum will be aligned to the National and State Standards for Foreign Languages.

Research: Since the American Council on Teaching of Foreign Languages (ACFLT) National Standards for Foreign Language Learning were published in 1996, language education has changed dramatically. The State of Michigan adopted these research-based guidelines as the World Language Standards and Benchmarks (Michigan Department of Education). Rather than dictating what to teach and introduce a list of grammar and vocabulary items to learn, this Standards-Based curriculum centers on common goals and focuses on what students will know and be able to do with the language in different scenarios (Wisconsin Department of Language Instruction). This curriculum will help teachers address the needs of all students with equity.

1.1 Activity: Professional Development to create consensus among lead GL teachers

Activity Description: Provide selected Global Language teachers with Professional Development to build consensus about the need to implement 21st Century Language Learning Education based on Standards-Based curriculum design.

Planned staff responsible for implementing activity: Global Language Supervisor, Office of English Language Learners.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date: 05/10/11 End Date: 06/14/11

Actual Timeline:

1.2 Activity: Creation of the Global Language Curriculum

Activity Description: Provide Professional Development to selected Global Language teachers to design, in cooperative groups, the Global Language curriculum for elementary, middle and high school students including heritage language learners, gifted learners, and learners with special needs.

Planned staff responsible for implementing activity: Global Language Supervisor, Office of English Language Learners.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date: 06/23/11 End Date: 08/18/11

Actual Timeline:
1.3 Activity: Curriculum Implementation

**Activity Description:** Provide multiple series of Professional Development to all Global Language teachers how to implement the New Global Language Curriculum in their classroom through backwards planning.

Planned staff responsible for implementing activity: Global Language Supervisor, Office of English Language Learners.

Actual staff responsible for implementing activity:

Planned Timeline: Begin date: 08/1/11   End Date: 06/30/12

Actual Timeline:

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1.4 Activity: Implementation of Authentic Assessment

**Activity Description:** Provide Professional Development to Middle and High School Global Language teachers related to designing relevant, authentic assessment aligned with the new Standards-Based Global Language Curriculum to be implemented into the classroom. This authentic assessment will be based on rubrics, which will provide realistic and consistent evaluation of students’ performance according to their learning needs.

Planned staff responsible for implementing activity: Global Language Supervisor, Office of English Language Learners.

Actual staff responsible for implementing activity:

Planned Timeline: Begin date: 08/01/11   End Date: 06/30/12

Actual Timeline:

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2. Strategy: Effective Delivery of the Standards-Based Curriculum

**Strategy Statement:** Provide Professional Development to Global Language teachers in order to create a consensus about the need to effectively implement the curriculum in order to serve all students. To develop the best sequence of study, the curriculum is grounded in the five components of the National Foreign Language Standards which:

- Promote communication and interaction. (Standard 1 – Communication)
- Provide students with the knowledge and understanding of their own and other cultures. (Standard 2 – Culture)
- Promote the use of language study to interact within and across disciplines. (Standard 3 – Connections)
- Provide students with knowledge and understanding of their own and other languages. (Standard 4 – Comparisons)
- Increase student opportunities to function as global citizens and experience the language and beyond the school setting. (Standard 5 – Communities)

**Research:** The National Foreign Language Standards capture the purposes for learning a language and are described in terms of what students will know and be able to do as a result of instruction. They direct the content choices, the learning activities, and the means of assessment in the classroom (Wisconsin Department of Language Instruction). Communication is categorized into three modes that represent different purposes for using languages: interpersonal, interpretive, and presentational modes (ACFLT). As language and culture are interrelated, language learning becomes meaningful and valuable when communication and culture are linked in each instructional unit. Connections, comparisons, and communities broaden the learning context and provide a more complete rationale for 21st century Global Language Learning (ACFLT). Research shows that language learning takes place best when students can show that they can carry out culturally authentic, real-life tasks, which incorporates the 5 C’s. Instruction should lead assessment and teachers should provide multiple opportunities so that their students demonstrate their level of language proficiency using language creatively integrating all the skills to produce an end product (Brown).
2.1 Activity: Communication and Interaction
Activity Description: Facilitate communication through specific and focused instruction that will help students to bridge communication gaps. This instruction will enhance students’ communication skills by helping them implement strategies to circumlocute (say things in a different way), negotiate meaning, derive meaning from context, understand, interpret, and produce gestures effectively, ask for and provide clarification, make inferences and predictions.
Planned staff responsible for implementing activity: School Administrators and Global Language Teachers
Actual staff responsible for implementing activity:
Planned Timeline: Begin date: 08/01/11   End Date: 06/30/12
Actual Timeline:

2.2 Activity: Cultural Awareness
Activity Description: Provide students with a variety of learning opportunities that will build their awareness of the target language cultures, including shared perspectives, practices, and products. These opportunities will include interactions with members of the target cultures so the students draw informed conclusions and develop sensitivity to other cultures.
Planned staff responsible for implementing activity: School Administrators and Global Language Teachers
Actual staff responsible for implementing activity:
Planned Timeline: Begin date: 08/01/11   End Date: 06/30/12
Actual Timeline:

2.3 Activity: Connections
Activity Description: Build students’ connections among the disciplines and promote real-world experiences, which will nurture their intellectual growth by encouraging the transfer and retention of information.
Planned staff responsible for implementing activity: School Administrators and Global Language Teachers
Actual staff responsible for implementing activity:
Planned Timeline: Begin date: 08/01/11   End Date: 06/30/12
Actual Timeline:

2.4 Activity: Comparisons
Activity Description: Engage students in cross-language examination by comparing and contrasting their native language with the target language. Relying on their first language, students will develop a hypothesis on the structure and use of languages.
Planned staff responsible for implementing activity: School Administrators and Global Language Teachers
Actual staff responsible for implementing activity:
Planned Timeline: Begin date: 08/01/11   End Date: 06/30/12
Actual Timeline:

2.5 Communities
Activity Description: Expose students to sharing their knowledge of language and culture with their classmates and younger students who may be learning the language, and apply their competencies beyond the school setting to use the language for the real world needs.
Planned staff responsible for implementing activity: School Administrators and Global Language Teachers
Actual staff responsible for implementing activity:
Planned Timeline: Begin date: 08/01/11   End Date: 06/30/12
Actual Timeline:
2.6 Authentic, Performance-Based Assessment

**Activity Description:** Provide Professional Development to Middle and High School Global Language Teachers related to designing relevant, authentic assessment aligned with the new Standards-Based Global Language Curriculum to be implemented into the classroom. In addition, teachers will learn to develop rubrics so that evaluation will conform to realistic, consistent, and uniform expectations align with the Standards.

Planned staff responsible for implementing activity: School Administrators and Global Language Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin date: 08/01/11   End Date: 06/30/2012

Actual Timeline:

3. Increase the Relevance and Rigor of the Curriculum

**Strategy Statement:** Provide all teachers with the required skills to engage all students in the process of language learning embracing the use of 21st Century technology in the classroom.

**Research:** Recent research conducted by the Admission Testing Program of the College Board concludes that, when students learn another language, they develop a better understanding of English Grammar, improve reading and writing skills, and acquire a wider abstract vocabulary. In addition, there is a direct correlation between ACT and SAT scores and the number of years of Global Language studies. Students who had four or more years of Global Language instruction scored significantly higher in ACT/SAT than students who had one or two years of Second Language learning.

With the new Michigan Merit Curriculum Graduation Requirement for World Languages going into effect with the next year’s eighth grade students, all students will have completed two credits of a world language other than English prior to their graduation, or demonstrate a two-year equivalent proficiency at the Novice High level on the ACTFL Proficiency Scale. It is the district’s responsibility to assess the students’ level of language proficiency (Michigan Merit Curriculum).

3.1. Activity: Create year-round professional learning communities to allow teachers to share ideas and sharpen both their instructional skills and language proficiency so that they better engage all students.

Planned staff responsible for implementing activity: Global Language Supervisor and Lead Global language Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin date: 08/01/11   End Date: 06/30/12

Actual Timeline:

3.2. Activity: Incorporate various technology resources to bring reality into their classroom and assist students to carry on tasks and create an end product

Planned staff responsible for implementing activity: School Administrators and Global Language Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin date: 08/01/11   End Date: 06/30/12

Actual Timeline:

3.3. Activity: Provide Professional Development to Middle and High School teachers to create a district wide comprehensive test-out and scoring rubric, to assess the students’ equivalent proficiency for one/two credit graduation requirement for all the Global Languages, as mandated by the State of Michigan.

Planned staff responsible for implementing activity: School Administrators and Global Language Teachers

Actual staff responsible for implementing activity:

Planned Timeline: Begin date: 08/01/11   End Date: 06/30/12

Actual Timeline:
## DPS Global Languages Catalog
### Elementary and Middle School Global Language Courses

### ELEMENTARY SCHOOL SPANISH

Spanish Kindergarten through Grade 5 are Spanish language courses in which comprehensible input in Spanish is integrated into the classroom routine and classroom activities. Language instruction is age-appropriate with deliberate attention to progression in proficiency and competency. Teachers assist students to acquire and to increase acquisition in reading, writing, speaking and listening skills in Spanish.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4080.GKG4</td>
<td>Elementary Spanish - Level 1</td>
</tr>
<tr>
<td>4080.G1G5</td>
<td>Elementary Spanish - Level 2</td>
</tr>
<tr>
<td>4080.G2G5</td>
<td>Elementary Spanish - Level 3</td>
</tr>
<tr>
<td>4080.G3G5</td>
<td>Elementary Spanish - Level 4</td>
</tr>
<tr>
<td>4080.G4G5</td>
<td>Elementary Spanish - Level 5</td>
</tr>
<tr>
<td>4080.G5</td>
<td>Elementary Spanish - Level 6</td>
</tr>
</tbody>
</table>

### MIDDLE SCHOOL SPANISH

Spanish Grades 6 through 8 are language courses in which comprehensible input in Spanish is integrated into the classroom routine and classroom activities. Language instruction is grade appropriate with deliberate attention on progression in proficiency and competency. Students acquire and progress in reading, writing, speaking, and listening skills in Spanish.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4080.G5G6</td>
<td>Middle School Spanish - Level 1</td>
</tr>
<tr>
<td>4080.G6G7</td>
<td>Middle School Spanish - Level 2</td>
</tr>
<tr>
<td>4080.G7G8</td>
<td>Middle School Spanish - Level 3</td>
</tr>
<tr>
<td>4080.G8</td>
<td>Middle School Spanish - Level 4</td>
</tr>
</tbody>
</table>

### ELEMENTARY SCHOOL FRENCH

French Kindergarten through Grade 5 are French language courses in which comprehensible input in French is integrated into the classroom routine and classroom activities. Language instruction is age-appropriate with deliberate attention to progression in proficiency and competency. Teachers assist students to acquire and increase acquisition in reading, writing, speaking and listening skills in French.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>4031.GKG4</td>
<td>Elementary French - Level 1</td>
</tr>
<tr>
<td>4031.G1G5</td>
<td>Elementary French - Level 2</td>
</tr>
<tr>
<td>4031.G2G5</td>
<td>Elementary French - Level 3</td>
</tr>
<tr>
<td>4031.G3G5</td>
<td>Elementary French - Level 4</td>
</tr>
<tr>
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</tr>
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**MIDDLE SCHOOL FRENCH**

French Grades 6 through 8 are language courses in which comprehensible input in French is integrated into the classroom routine and classroom activities. Language instruction is grade appropriate with deliberate attention on progression in proficiency and competency. Students acquire and progress in reading, writing, speaking, and listening skills in French.

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<tr>
<td>4031.G7G8</td>
<td>Middle School French - Level 3</td>
</tr>
<tr>
<td>4031.G8</td>
<td>Middle School French - Level 4</td>
</tr>
</tbody>
</table>

**ELEMENTARY CHINESE**

Chinese Kindergarten through Grade 5 are Chinese language courses in which comprehensible input in Chinese is integrated into the classroom routine and classroom activities. Language instruction is age-appropriate with deliberate attention to progression in proficiency and competency. Teachers assist students to acquire and increase acquisition in reading, writing, speaking and listening.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>4028.GKG4</td>
<td>Elementary Chinese - Level 1</td>
</tr>
<tr>
<td>4028.G1G5</td>
<td>Elementary Chinese - Level 2</td>
</tr>
<tr>
<td>4028.G2G5</td>
<td>Elementary Chinese - Level 3</td>
</tr>
<tr>
<td>4028.G3G5</td>
<td>Elementary Chinese - Level 4</td>
</tr>
<tr>
<td>4028.G4G5</td>
<td>Elementary Chinese - Level 5</td>
</tr>
<tr>
<td>4028.G5</td>
<td>Elementary Chinese - Level 6</td>
</tr>
</tbody>
</table>

**MIDDLE SCHOOL CHINESE**

Chinese Grades 6 through 8 are language courses in which comprehensible input in Chinese is integrated into the classroom routine and classroom activities. Language instruction is grade appropriate with deliberate attention on progression in proficiency and competency. Students acquire and progress in reading, writing, speaking, and listening skills in Chinese.

<table>
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<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>4028.G5G6</td>
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<td>4028.G6G7</td>
<td>Middle School Chinese - Level 2</td>
</tr>
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<td>Middle School Chinese - Level 3</td>
</tr>
<tr>
<td>4028.G8</td>
<td>Middle School Chinese - Level 4</td>
</tr>
</tbody>
</table>

**ELEMENTARY SCHOOL JAPANESE**

Japanese Kindergarten through Grade 5 are Japanese language courses in which comprehensible input in Japanese is integrated into the classroom routine and classroom activities. Language instruction is age-appropriate with deliberate attention to progression in proficiency and competency. Teachers assist students to acquire and increase acquisition in reading, writing, speaking and listening skills in Japanese.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>4109.GKG4</td>
<td>Elementary Japanese - Level 1</td>
</tr>
<tr>
<td>4109.G1G5</td>
<td>Elementary Japanese - Level 2</td>
</tr>
<tr>
<td>4109.G2G5</td>
<td>Elementary Japanese - Level 3</td>
</tr>
</tbody>
</table>
Japanese Grades 6 through 8 are language courses in which comprehensible input in Japanese is integrated into the classroom routine and classroom activities. Language instruction is grade appropriate with deliberate attention on progression in proficiency and competency. Students acquire and progress in reading, writing, speaking, and listening skills in Japanese.
## High School Global Language Courses - Grades 9-12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Course grade:</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>4010</td>
<td>FRTRAV/CON</td>
<td>Course grade: 9-12</td>
<td>½ credit</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>A one-semester introduction to French which emphasizes the spoken language while keeping to a minimum the study of grammar and the written language. Includes topics, such as, greetings, traveling, shopping, ordering in restaurants, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4036</td>
<td>Arabic I</td>
<td>Course grade: 9-12</td>
<td>1 credit</td>
<td>Prerequisite: none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This introductory course is an introduction to the language and cultures of the Middle East &amp; the different Arabic countries and regions. The course is designed for students with no experience in the language. Student learn basic vocabulary, such as the alphabet, numbers, common expressions, how to greet, introduce themselves, and ask others different personal questions. Students are able to maintain simple conversations in Arabic and read short passages.</td>
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</tr>
<tr>
<td>4038</td>
<td>Arabic II</td>
<td>Course grade: 9-12</td>
<td>1 credit</td>
<td>Prerequisite: Arabic I or demonstrated Novice Mid level in Arabic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Second Year Arabic is a continuation of Arabic I and focuses on solidifying the forms and functions learned in the previous course. This course incorporates more vocabulary and complex structures while developing reading, writing, listening, and speaking skills. The goal is to gain confidence communicating in Arabic Language. Students have the opportunity to compare their culture to the Arabic culture. They learn about the cuisine, fashion, religions, and history of the Arabic countries.</td>
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<tr>
<td>4040</td>
<td>French I</td>
<td>Course grade: 9-12</td>
<td>1 credit</td>
<td>Prerequisite: none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students in French I learn to communicate orally in French in a variety of social situations, to read and write in French, and to demonstrate an understanding of the culture of France and of the many francophone countries of the world. Students learn to express greetings, state likes and dislikes, talk about their school schedules, tell time, purchase clothes and school supplies, and talk about weather and activities, order food at a café, invite a friend to go out and arrange to meet, describe their families, purchase groceries, and talk about past events.</td>
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</tr>
<tr>
<td>4042</td>
<td>French II</td>
<td>Course grade: 9-12</td>
<td>1 credit</td>
<td>Prerequisite: French I or demonstrated Novice Mid level in French</td>
</tr>
<tr>
<td></td>
<td></td>
<td>French II will build upon the basic communicative skills acquired in French I. French II students learn to talk about one’s daily routine, purchase gifts for someone, and give travel directions. Students also learn to describe and give advice about health, diet and exercise. Students are able to describe their childhood and to recount more complex past events.</td>
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</tr>
<tr>
<td>4044</td>
<td>French III</td>
<td>Course grade: 9-12</td>
<td>1 credit</td>
<td>Prerequisite: French II or demonstrated Novice High level in French</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In French III students are expected to achieve a level of proficiency that goes beyond basic communicative exchanges—to begin to create with the language by combining and recombining acquired elements. By the end of French III, students are able to ask and answer questions and participate in simple conversations beyond the most immediate needs. Writing should begin to show control of syntax and incorporate a larger range of vocabulary. Students will read short stories, news articles, and a variety of authentic French texts, including their first novel.</td>
<td></td>
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</tr>
<tr>
<td>4046</td>
<td>French IV</td>
<td>Course grade: 11-12</td>
<td>1 credit</td>
<td>Prerequisite: French III or demonstrated Low Intermediate level in French</td>
</tr>
<tr>
<td></td>
<td></td>
<td>French IV and V are rotating courses with rotating syllabi. Students electing French IV one year will have the opportunity to elect French V the following year. These offerings are not duplication, but present distinct course materials. French IV and V continue to develop the</td>
<td></td>
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</tbody>
</table>
language skills learned in the preceding courses. The classes are conducted primarily in French. Students acquire and apply their proficiencies in the language while becoming increasingly confident in using the language in real life situations. This course is intended for students who are not interested in pursuing Advanced Placement (AP) in the future.

4046.H French IV HONORS Course grade: 11-12 1 credit  Y
Prerequisite: French III with recommendation from French III instructor or demonstrated Mid Intermediate level in French
This course, along with French Language AP the following year, prepares students for the Advanced Placement exam. They will have an opportunity to study the grammar, literature, and culture in greater depth. Knowledge and skills are demonstrated by reading and discussing literary works, listening to, viewing, and discussing videos, writing compositions and impromptu essays, and preparing and presenting oral reports. Multimedia projects, applied communication, technology, and higher education preparation are incorporated. Literature, composition, and language skills are broadened in scope to produce reading and writing mastery and high order analytical skills. Students are exposed extensively to authentic media and are expected to converse primarily in French.

4048 French V Course grade: 11-12 1 credit  Y
Prerequisite: French III or demonstrated Low Intermediate level in French
French IV and V are rotating courses with rotating syllabi. Students electing French V one year will have the opportunity to elect French IV the following year. These offerings are not duplication, but present distinct course materials. French IV and V continue to develop the language skills learned in the preceding courses. The classes are conducted primarily in French. Students acquire and apply their proficiencies in the language while becoming increasingly confident in using the language in real life situations. This course is intended for students who are not interested in pursuing Advanced Placement in the future.

4049.AP French Language AP Course grade: 11-12 1 credit  Y
Prerequisite: French IV Honors or Demonstrated High Intermediate level of Language Proficiency in French
French Language AP is a College Board endorsed Advanced Placement course. It is conducted in French. Students are expected to converse in French. Students engage in more abstract speech acts including contrary to facts, conditions, hopes, doubts, wishes, fears, and commands using the conditional, the subjunctive, as well as the various compound tenses. Students talk about basic social issues, express opinions, and make observations and analyses. Students interact with French culture throughout the Francophone world through films, articles, and novels. Students in French Language AP are expected to take the Advanced Placement Exam, which assesses them in listening, speaking, reading, writing, and grammar at the intermediate college level.

4050 German I Course grade: 9-12 1 credit
Prerequisite: none
In German I, students understand, speak, read, and write in German and learn about the culture of German-speaking people. This includes identifying the countries and cities where German is spoken, expressing greetings and making introductions, talking about dates, describing people, giving advice, making suggestions, talking about meals, and using numbers to count, tell the time, and ask about prices.

4052 German II Course grade: 9-12 1 credit  Y
Prerequisite: German I or demonstrated Novice Mid level in German
In German II, students build upon the language learned in German I. They talk about their present and past experiences, identify places, talk about the weather, and describe clothing, daily routines, and family members. Students talk about health and fitness, make suggestions and complain, and talk about modes of transportation, travel, and vacation.
**4054** German III  
Course grade: 9-12  
1 credit  
Y  
**Prerequisite:** German II or demonstrated Novice High level in German  
In German III, students build upon the language learned in the preceding courses. Students talk about future events, describe city life, and sustain a basic conversation. Students learn the prepositions using the accusative versus the dative case, the genitive case, comparison of adjective and adverbs, and preceded and unpreceded adjectives. Culture is an important component of this course.

**4056** German IV  
Course grade: 11-12  
1 credit  
Y  
**Prerequisite:** German III or demonstrated Low Intermediate level in German  
Students electing German IV continue building on the language from the preceding course. The classes are conducted primarily in German. Students acquire and apply their proficiencies in the language while becoming increasingly confident in using the language in real life situations. Culture is an important component of this course. This course is intended for students who are not interested in pursuing the AP exam.

**4056.H** German IV HONORS  
Course grade: 11-12  
1 credit  
Y  
**Prerequisite:** German III with recommendation from German III instructor or demonstrated Mid Intermediate level in German.  
This course, along with German Language AP the following year, prepares students for the Advanced Placement exam. They will have an opportunity to study the grammar, literature, and culture in greater depth. Knowledge and skills are demonstrated by reading and discussing literary works, listening to, viewing, and discussing videos, writing compositions and impromptu essays, and preparing and presenting oral reports. Multimedia projects, applied communication, technology, and higher education preparation are incorporated. Literature, composition, and language skills are broadened in scope to produce reading and writing mastery and high order analytical skills. Students are exposed extensively to authentic media and are expected to converse primarily in German.

**4056.AP** German Language AP  
Course grade: 11-12  
1 credit  
Y  
**Prerequisite:** German IV Honors or Demonstrated High Intermediate level of Language Proficiency in German  
German Language AP is a College Board endorsed Advanced Placement course. It is conducted in German. Students are expected to converse in German. Students will be able to engage in more abstract speech acts including contrary to facts, conditions, hopes, doubts, wishes, fears, and commands using the conditional, the subjunctive, as well as the various compound tenses. Students will be able to talk about basic social issues, express opinions, and make observations and analyses. Students will interact with German culture throughout the German world through films, articles, and novels. Students in German Language AP are expected to take the Advanced Placement Exam, which assesses listening, speaking, reading, writing, and grammar at the intermediate college level.

**4070** Latin I  
Course grade: 9-12  
1 credit  
**Prerequisite:** none  
This course introduces the Latin Language, vocabulary, and culture. Students learn the eight parts of speech, sentence order, parsing and identification, conjugating the indicative verb mood, recognition of infinitives, noun/adjetive agreement, the noun cases and their usages, the gates chart, recognition and identification of independent and dependent clauses, verb and noun endings, and translation skills.

**4072** Latin II  
Course grade: 9-12  
1 credit  
Y  
**Prerequisite:** Latin I or demonstrated Novice Mid level in Latin  
This course continues introducing the Latin language, vocabulary, and culture. Students learn the eight parts of speech, sentence order, parsing and identification, conjugating the Indicative verb mood, recognition of infinitives, noun/adjetive agreement, the noun cases and their.
usages, the gates chart, recognition and identification of independent and dependent clauses, verb and noun endings, and translation skills.

4080  Spanish I               Course grade: 9-12    1 credit
Prerequisite: none
This course is intended for students who are beginning the study of Spanish in high school. Students are introduced to a rich variety of activities that develop the four communicative skills of speaking, listening, reading, and writing. Students learn to express greetings, make introductions, talk about likes, dislikes and preferences, talk about school life, the weather, leisure time activities, food, and make basic purchases. Pair and group work provide students with multiple opportunities for language use. Students are introduced to the broad and various range of the Hispanic culture.

4082  Spanish II              Course grade: 9-12    1 credit    Y
Prerequisite: Spanish I or demonstrated Novice Mid level in Spanish
Spanish II build upon the basic vocabulary and communicative skills acquired in Spanish I. Students talk about one's daily routine, purchase gifts for someone, and give travel directions. Students describe and give advice about health, diet and exercise. Students describe their childhood and to recount more complex past events. Spanish II continues to open up the wide and varied cultures and customs of the Hispanic world.

4084  Spanish III             Course grade: 9-12    1 credit    Y
Prerequisite: Spanish II or demonstrated Novice High level in Spanish
At this level students continue to improve their language skills while maintaining a focus on communication. As students enhance their understanding of grammatical structure and learn more sophisticated ways to express themselves. Students are expected to gradually achieve a level of proficiency that goes beyond basic communicative exchange. They begin to create with the language by combining and recombining acquired elements. By the end of Spanish III, students ask and answer questions and participate in simple conversations beyond the most immediate needs. Writing should begin to show control of syntax and incorporate a larger range of vocabulary. Students will read short stories, news articles, and a variety of authentic Spanish texts.

4086  Spanish IV              Course grade: 11-12    1 credit    Y
Prerequisite: Spanish III or demonstrated Low Intermediate level in Spanish
Spanish IV and V are rotating courses with rotating syllabi. Students electing Spanish IV one year will have the opportunity to elect Spanish V the following year. These offerings are not duplication, but present distinct course materials. Spanish IV and V continue developing the skills the language learned in the preceding course. The classes are conducted primarily in Spanish. Students acquire and apply their proficiencies in the language while becoming increasingly confident in using Spanish in real life situations. Students interact with Hispanic culture throughout the Hispanic world through films, articles, and novels. This course is intended for students who do not interested in pursuing Advanced Placement in the future.

4086.H  Spanish IV Honors     Course grade: 11-12    1 credit    Y
Prerequisite: Spanish III with recommendation from Spanish II instructor or demonstrated Mid Intermediate level in Spanish.
This course, along with Spanish Language AP the following year, prepares students for the Spanish Advanced Placement exam. They will have an opportunity to study the grammar, literature, and culture in greater depth. Knowledge and skills are demonstrated by reading and discussing literary works, listening to, viewing, and discussing videos, writing compositions and impromptu essays, and preparing and presenting oral reports. Multimedia projects, applied communication, technology, and higher education preparation are incorporated. Literature, composition, and language skills are broadened in scope to produce reading and writing mastery and high order analytical skills. Students are exposed extensively to authentic media and are expected to converse primarily in Spanish.
Spanish V
Course grade: 11-12  1 credit  Y
Prerequisite: Spanish III or demonstrated Low Intermediate level in Spanish
Spanish IV and V are rotating courses with rotating syllabi. Students electing Spanish V one year will have the opportunity to elect Spanish IV the following year. These offerings are not duplication, but present distinct course materials. Spanish IV and V continue developing the skills learned in the preceding courses. The classes are conducted primarily in Spanish. Students acquire and apply their proficiencies in the language while become increasing confident in using Spanish in real life situations. Students will interact with Hispanic culture throughout the Hispanic world through films, articles, and novels. This course is intended for students who are not interested in pursuing Advanced Placement in the future.

Spanish Language AP
Course grade: 11-12  1 credit  Y
Prerequisite: Spanish IV Honors or Demonstrated High Intermediate level of Language Proficiency in Spanish
Spanish Language AP is a College Board endorsed Advanced Placement course. It is conducted in Spanish. Students are expected to converse in Spanish. Students will be able to engage in more abstract speech acts including contrary to facts, conditions, hopes, doubts, wishes, fears, and commands using the conditional, the subjunctive, as well as the various compound tenses. Students will be able to talk about basic social issues, express opinions, and make observations and analyses. Students will interact with Spanish culture throughout the Hispanic world through films, articles, and novels. Students in Spanish Language AP are expected to take the Advanced Placement Exam, which assesses them in listening, speaking, reading, writing, and grammar at the intermediate college level.

Russian 1
Course grade: 9-12  1 credit
Prerequisite: None
In this introductory course the students learn basic vocabulary and learn how to talk about themselves and others, express likes and dislikes, their daily routine, among others. They develop their comprehension skills and basic speaking skills.

Russian II
Course grade: 9-12  1 credit  Y
Prerequisite: Russian I or demonstrated Novice Mid level in Russian
Students build on the language learned in the previous course. Students improve their pronunciation and acquire greater flexibility in the spoken language. Students learn how to express present and past experiences. All the skills, listening, speaking, reading and writing are stressed.

Japanese I
Course grade: 9-12  1 credit
Prerequisite: none
Japanese I is designed to develop skills in reading, writing, speaking, and listening in the Japanese language. Students learn to use courtesy expressions in the appropriate social context. Students become proficient in reading and writing hiragana and katakana, and are introduced to some kanji. Historical and modern aspects of Japanese culture are also explored.

Japanese II
Course grade: 9-12  1 credit  Y
Prerequisite: Japanese I or demonstrated Novice Mid level in Japanese
Japanese II is designed to further develop skills in reading, writing, speaking, and listening in the Japanese language. Students become proficient in reading and writing katakana, and learn more advanced kanji characters. Historical and modern aspects of the Japanese culture will also be explored.
4145  Japanese III  
Course grade: 9-12  1 credit  Y  
Prerequisite: Japanese II or demonstrated Novice High level in Japanese

In Japanese III students develop skills in reading, writing, speaking and listening at the low intermediate level. Students increase their proficiency in reading and writing katakana and advanced kanji characters. Historical and modern aspects of the Japanese culture will also be explored.

4147  Japanese IV  
Course grade: 11-12  1 credit  Y  
Prerequisite: Japanese III or demonstrated Low Intermediate level in Japanese

In Japanese IV students develop skills in reading, writing, speaking and listening at the intermediate level. They increase their proficiency in reading and writing katakana and advanced kanji characters. Historical and modern aspects of the Japanese culture will also be explored.

4147.H  Japanese IV HONORS  
Course grade: 11-12  1 credit  Y  
Prerequisite: Japanese III with recommendation from Japanese III instructor or demonstrated Mid Intermediate level in Japanese

This course, along with Japanese Language and Culture AP the following year, prepares students for the Advanced Placement exam. They will have an opportunity to study the grammar, literature, and culture in greater depth. Knowledge and skills are demonstrated by reading and discussing literary works, listening to, viewing, and discussing videos, writing compositions and impromptu essays, and preparing and presenting oral reports. Multimedia projects, applied communication, technology, and higher education preparation are incorporated. Literature, composition, and language skills are broadened in scope to produce reading and writing mastery and high order analytical skills. Students are exposed extensively to authentic media and are expected to converse primarily in Japanese.

4089.AP  Japanese Language and Culture AP  
Course grade: 11-12  1 credit  Y  
Prerequisite: Japanese IV Honors or Demonstrated High Intermediate level of Language Proficiency in Japanese

Japanese Language AP is a College Board endorsed Advanced Placement course. It is conducted in Japanese. Students are expected to converse in Japanese. Students will be able to engage in more abstract speech acts including contrary to facts, conditions, hopes, doubts, wishes, fears, and commands using the conditional, the subjunctive, as well as the various compound tenses. Students will be able to talk about basic social issues, express opinions, and make observations and analyses. Students will interact with Japanese culture throughout the Japanese world through films, articles, and novels. Students in Japanese Language and Culture AP are expected to take the Advanced Placement Exam, which assesses listening, speaking, reading, writing, and grammar at the intermediate college level.

4200  Chinese I  
Course grade: 9-12  1 credit

Prerequisite: None

This course is intended for students who are beginning the study of Chinese in high school. Students are introduced to a rich variety of activities that develop the four communicative skills of speaking, listening, reading, and writing. Pair and group work provide students with multiple opportunities for language use in context. Students are introduced to the broad and various range of the Chinese culture.

4202  Chinese II  
Course grade: 9-12  1 credit  Y  
Prerequisite: Chinese I or Demonstrated Novice Mid level of Chinese

This course continues to provide students with a wide range of activities for developing and expanding vocabulary, conversation skills, and reading and writing abilities. Chinese II continues to open up to the student the varied cultures and customs of the Chinese world.
4204  Chinese III             Course grade: 9-12  1 credit  Y
Prerequisite: Chinese II or Demonstrated Novice High level of Chinese
At this level, students continue to improve their language skills, while maintaining a focus on
communication. Students enhance their understanding of grammatical structure and learn
more sophisticated ways to express themselves. Students become increasingly confident in
using the language in real life situations.

4206  Chinese IV             Course grade: 11-12  1 credit  Y
Prerequisite: Chinese III or Demonstrated Low Intermediate level of Chinese
This course continues to provide students with a wide range of activities for expanding
vocabulary, enhancing their understanding of grammatical structure while developing
communication skills. Students will have more extensive listening, speaking, reading, and
writing assignments. Students will develop strong writing skills with Chinese characters and
will write essays and stories. Students will also speak almost exclusively in Chinese in this
class.

4206.H  Chinese IV HONORS               Course grade: 11-12  1 credit  Y
Prerequisite: CHINESE III
with recommendation from Chinese III instructor or
demonstrated Mid Intermediate level in Chinese
This course, along with Chinese Language and Culture AP the following year, prepares
students for the Advanced Placement exam. They will have an opportunity to study the
grammar, literature, and culture in greater depth. Knowledge and skills are demonstrated by
reading and discussing literary works, listening to, viewing, and discussing videos, writing
compositions and impromptu essays, and preparing and presenting oral reports. Multimedia
projects, applied communication, technology, and higher education preparation are
incorporated. Literature, composition, and language skills are broadened in scope to produce
reading and writing mastery and high order analytical skills. Students are exposed extensively
to authentic media and are expected to converse primarily in Chinese.

4206.AP  Chinese Language and Culture             Course grade: 11-12  1 credit  Y
Prerequisite: Chinese IV Honors or Demonstrated High Intermediate level of Language
Proficiency in Chinese
Chinese Language and Culture AP is a College Board endorsed Advanced Placement course.
The class is conducted in Chinese. Students are expected to converse in Chinese. Students
will be able to engage in more abstract speech acts including contrary to facts, conditions,
hopes, doubts, wishes, fears, and commands using the conditional, the subjunctive, as well as
the various compound tenses. Students will be able to talk about basic social issues, express
opinions, and make observations and analyses. Students will interact with Japanese culture
throughout the Chinese world through films, articles, and novels. Students in Chinese
Language and Culture AP are expected to take the Advanced Placement Exam, which
assesses them in listening, speaking, reading, writing, and grammar at the intermediate
college level.

4301  American Sign Language I             Course grade: 9-12  1 credit
Prerequisite: None
This learner-centered course is designed for students with little or no previous knowledge of
American Sign Language. Students acquire basic grammatical and lexical skills that will
enable them to communicate in routine social or professional situations within an authentic
cultural context.

4302  American Sign Language II             Course grade: 9-12  1 credit  Y
Prerequisite: American Sign Language I or Demonstrated Novice Mid level in American Sign
Language
This course is a sequel to American Sign Language I. It builds upon the basic grammatical,
linguistic, communicative and cultural concepts learned in the previous course.
VIRTUAL LEARNING GLOBAL LANGUAGE COURSES

Learning a Global Language through Distance Learning is a new innovative option that has proven to be an effective alternative to traditional teaching and learning. Our goal is to explore other ways to service the needs of all our students.

Virtual Learning Global Language Courses- Grades K-3

4220.EM Chinese 1A – Virtual Learning
Chinese for Elementary grades K-3 Classes are held Monday-Friday (one year)
This is an online learning class with live teachers located in the USA. It provides an introduction to Chinese as a spoken and written language. The work includes on-line live class, with interaction between the on-line teacher and the students.
This course is geared towards children with little to no exposure to Chinese. The curriculum is designed to target simple areas of learning such as numbers, colors, and animals while also creating a foundation from which they can further build upon. Students will also begin to learn to recognize some Chinese characters and phrases. They will also start to write Chinese characters.
Students will also be exposed to different histories that are related to China and its different cultures. Our online platform presents a plethora of different media tools that are used to help engage students and give them a new way to learn Chinese. Students will find themselves immersed in their courses at a young age.

4230.EM Arabic 1A – Virtual Learning
Arabic for Elementary grades K-3 Classes are held Monday-Friday (one year)
This is an online learning class with live teachers located in the USA. It provides an introduction to Arabic as a spoken and written language. The work includes on-line live class, with interaction between the on-line teacher and the students.
This course is geared towards children with little to no exposure to Arabic. The curriculum is designed to target simple areas of learning such as numbers, colors, and animals while also creating a foundation from which they can further build upon. They will also start to write Arabic characters.
Students will also be exposed to different histories that are related to Arabic countries and its different cultures. Our online platform presents a plethora of different media tools that are used to help engage students and give them a new way to learn Arabic. Students will find themselves immersed in their courses at a young age.

4232.EM Arabic 1B – Virtual Learning
Arabic for Elementary grades K-3 Classes are held Monday-Friday (one year)
This is an online learning class with live teachers located in the USA. It provides an introduction to Arabic as a spoken and written language. The work includes on-line live class, with interaction between the on-line teacher and the students.
This course is geared towards children with little to no exposure to Arabic. The curriculum is designed to target simple areas of learning such as numbers, colors, and animals while also creating a foundation from which they can further build upon. Students will also begin to learn to recognize some Arabic phrases.
Students will also be exposed to different histories that are related to Arabic countries and its different cultures. Our online platform presents a plethora of different media tools that are used to help engage students and give them a new way to learn Arabic. Students will find themselves immersed in their courses at a young age.
4240.EM French 1A – Virtual Learning
French for Elementary grades K-3 Classes are held Monday-Friday (one year)
This is an online learning class with live teachers located in the USA. It provides an introduction to French as a spoken and written language. The work includes on-line live class, with interaction between the on-line teacher and the students.
This course is geared towards children with little to no exposure to French. The curriculum is designed to target simple areas of learning such as numbers, colors, and animals while also creating a foundation from which they can further build upon. Students will also begin to learn to recognize some French characters and phrases. They will also start to write French characters.
Students will also be exposed to different histories that are related to French-speaking countries and its different cultures. Our online platform presents a plethora of different media tools that are used to help engage students and give them a new way to learn France. Students will find themselves immersed in their courses at a young age.

4242.EM French 1B – Virtual Learning
French for Elementary grades K-3 Classes are held Monday-Friday (one year)
This is an online learning class with live teachers located in the USA. It provides an introduction to French as a spoken and written language. The work includes on-line live class, with interaction between the on-line teacher and the students.
This course is geared towards children with little to no exposure to French. The curriculum is designed to target simple areas of learning such as numbers, colors, and animals while also creating a foundation from which they can further build upon. Students will also begin to learn to recognize some French phrases.
Students will also be exposed to different histories that are related to French-speaking countries and its different cultures. Our online platform presents a plethora of different media tools that are used to help engage students and give them a new way to learn French. Students will find themselves immersed in their courses at a young age.

Virtual Learning Global Language Courses- Grades 4-8

4222.EM Chinese 1B – Virtual Learning
Chinese for Elementary grades 4-8 Classes are held Monday-Friday (one year)
This online course continues to build upon the base of vocabulary and linguistic structures introduced in Elementary Chinese. Different activities will help drive students to becoming stronger in their Chinese learning and prepare them for their next level of Chinese classes. The online program helps motivate the students to continue learning the language. Students will use a larger array of vocabulary and begin to learn more complex characters. They will also become more familiar with reading more complex Chinese characters. Students will begin to understand how to tell time and give directions. Students will also expand on their knowledge on the histories of China and understand more about the intricacies of the culture.

4252.EM Spanish 1B – Virtual Learning
Spanish for Elementary grades 4-8 Classes are held Monday-Friday (one year)
This online course continues to build upon the base of vocabulary and linguistic structures introduced in Elementary Spanish. Different activities will help drive students to becoming stronger in their Spanish learning and prepare them for their next level of Spanish classes. The online program helps motivate the students to continue learning the language. Students will use a larger array of vocabulary and expressions. Students will also expand on their knowledge on the Hispanic cultures and understand more of the intricacies about the culture for effective communication.
Virtual Learning Grades 9-12

4220. Chinese 1A – Virtual Learning
PREREQUISITE: None Course grade: 9-12 1/2 credit
Beginning Chinese I Classes are held Monday-Friday (one semester).
This is an online learning class with live teachers located in China. It provides an introduction to Chinese as a spoken and written language. The work includes online live class, self-study, live language labs, office hours, and assignments, weekly quizzes and exams. Chinese reading and writing are also emphasized in this course. Class time is dedicated to interactive activities allowing students to acquire skills in speaking, listening, reading and writing. Through multimedia teaching materials and activities, students are introduced to many aspects of the Chinese culture. This class is scheduled five lessons per week, one lesson per day. Students meet their teachers twice a week for a live online class. Students are expected to do self-study the rest of the week, including practice activities, cultural activities, weekly quiz, etc. Our learning platform helps students maximize learning, practice and have exposure to Mandarin. Evaluation will be based on participation, homework, quizzes, exams, and class performances.

4222. Chinese 1B – Virtual Learning Course grade: 9-12 1/2 credit
CHINESE1b: Beginning Chinese I Classes are held Monday-Friday (one semester)
PREREQUISITE: Chinese 1a or equivalent.
This online course helps students who already have a basic command of the Chinese language and culture and want to continue their study. Class time is dedicated to Interactive activities which allow students to expand skills in speaking, listening, reading, and writing. Through multimedia teaching materials and activities, students will deepen their understanding of the Chinese culture and build a solid foundation for future learning. This class is scheduled for five lessons per week, one lesson per day. Students are expected to meet their teachers once a week for a live online class. Students do self-study the rest of the week, including a weekly quiz. Our learning platform will help students maximize learning by practicing and having exposure to the target language. Evaluation will be based on participation, homework, quizzes, exams, class performances, and character writing.

4224. Chinese 2A – Virtual Learning Course grade: 9-12 1/2 credit
Intermediate Chinese I Classes are held Monday-Friday (one semester)
PREREQUISITES: Chinese 1A or 1B or Demonstrated Novice Mid level of language proficiency in Chinese
This online course develops students’ communicative abilities in Chinese as well as their understanding of the cultural context in which the language is used. Students learn to communicate through activities in speaking, listening, reading and writing, review and learning of vocabulary, grammar, sentence patterns and characters, and study of Chinese cultures and societies. Online class activities are highly interactive and focus on speaking and listening. Reading about texts and Chinese cultures is also emphasized, as are informal writing (to develop fluency) and brief compositions (to develop accuracy). Class is scheduled five lessons per week, one lesson per day. Students are expected to meet their teachers to have online live class and do self-study the rest of the week, including weekly quiz. Our learning platform helps students maximize learning, practicing and exposure to the target language. Evaluations are based on participation, homework, quizzes, exams, formal compositions, informal writing, and an oral interview.

4226. Chinese 2B – Virtual Learning Course grade: 9-12 1/2 credit
Intermediate Chinese I Classes are held Monday-Friday (one semester)
PREREQUISITES: Chinese 2a or equivalent.
This online course will help students continue on a language journey that will introduce them to new and interesting points as they better learn to speak, read, and write Chinese. Introduction is focused on developing both communicative skills and writing skills. Focus on vocabulary and grammar, as well as study of Chinese cultures and societies, are also emphasized. Online class activities are highly interactive and structured to develop students’ ability of 5 C’s, that is,
Communication, Cultures, Connections, Comparisons, and Communities. Class is scheduled five lessons per week, one lesson per day. Students meet their teachers for both online live class and self study the rest of the week, including weekly quiz. Our learning platform helps students maximize learning, practicing and exposure to the target language. Evaluations are based on participation, homework, quizzes, exams, formal compositions, informal writing, and an oral interview.

**4230  Arabic 1A – Virtual Learning**  
Course grade: 9-12   1/2 credit  
Beginning Arabic I  
*Classes are held Monday-Friday (one semester)*  
This is an online learning class with live teachers afar. It provides an introduction to Arabic as a spoken and written language. The work includes online live class, self-study, live language labs, office hour, and assignments, weekly quizzes and exams. Arabic reading and writing is also emphasized in this course. Students build a basic foundation of Arabic language and culture. Class time is dedicated to interactive activities allowing students to acquire skills in speaking, listening, reading and writing. Through multimedia teaching materials and activities, students are introduced to many aspects of Arabic culture. Class is scheduled five lessons per week, one lesson per day. Students meet their teachers twice a week for online live class. Students are expected to do self-study the rest of the week, including practice activities, culture activities, weekly quiz, etc. Our learning platform helps students maximize learning, practicing and exposure to Arabic. Evaluation will be based on participation, homework, quizzes, exams, and class performances.

**4232  Arabic 1B – Virtual Learning**  
Course grade: 9-12   1/2 credit  
Arabic1b: Beginning Arabic I  
*Classes are held Monday-Friday (one semester)*  
**PREREQUISITES:** Arabic 1a or equivalent.  
This online course helps students who already have a basic command of Arabic language and culture and want to continue their study. Class time is dedicated to interactive activities which allow students to expand skills in speaking, listening, reading and writing. Through multimedia teaching materials and activities, students will deepen their understanding of Arabic culture and build up solid foundation for future learning. Class is scheduled five lessons per week, one lesson per day. Students are expected to meet their teachers once a week to have the online live class and do self-study the rest of the week, including weekly quiz. Our learning platform will help students maximize learning, practicing and exposure to the target language. Evaluation will be based on participation, homework, quizzes, exams, and class performances.

**4234  Arabic 2A – Virtual Learning**  
Course grade: 9-12   1/2 credit  
Intermediate Arabic I  
*Classes are held Monday-Friday (one semester)*  
**PREREQUISITES:** Arabic 1A or 1B or Demonstrated Novice Mid level of language proficiency in Arabic  
This online course develops students' communicative abilities in Arabic as well as their understanding of the cultural context in which the language is used. Students learn to communicate through activities in speaking, listening, reading and writing, review and learning of vocabulary, grammar, sentence patterns and characters, and study of Arabic cultures and societies. Online class activities are highly interactive and focus on speaking and listening. Reading about texts and Arabic cultures is also emphasized, as are informal writing (to develop fluency) and brief compositions (to develop accuracy). Class is scheduled five lessons per week, one lesson per day. Students are expected to meet their teachers to have online live class and do self-study the rest of the week, including weekly quiz. Our learning platform helps students maximize learning, practicing and exposure to the target language. Evaluations are based on participation, homework, quizzes, exams, formal compositions, informal writing, and an oral interview.
4236  Arabic 2B – Virtual Learning  Course grade: 9-12  1/2 credit  Y
Intermediate Arabic I  Classes are held Monday-Friday (one semester)
PREREQUISITES: Arabic 2a or equivalent.
This online course will help students continue on a language journey that will introduce them to new and interesting points as they better learn to speak, read, and write Arabic. Introduction is focused on developing both communicative skills and writing skills. Focus on vocabulary and grammar, as well as study of Arabic cultures and societies, are also emphasized. Online class activities are highly interactive and structured to develop students’ ability of 5 C’s, that is, Communication, Cultures, Connections, Comparisons, and Communities. Class is scheduled five lessons per week, one lesson per day. Students meet their teachers for both online live class and self study the rest of the week, including weekly quiz. Our learning platform helps students maximize learning, practicing and exposure to the target language. Evaluations are based on participation, homework, quizzes, exams, formal compositions, informal writing, and an oral interview.

4240  French 1A – Virtual Learning  Course grade: 6-12  1/2 credit
Beginning French I  Classes are held Monday-Friday (one semester)
This is an online learning class with live, distant teachers. It provides an introduction to French as a spoken and written language. The work includes online live class, self-study, live language labs, office hour, and assignments, weekly quizzes and exams. French reading and writing is also emphasized in this course. Students build a basic foundation of French language and culture. Class time is dedicated to interactive activities allowing students to acquire skills in speaking, listening, reading and writing. Through multimedia teaching materials and activities, students are introduced to many aspects of French culture. Class is scheduled five lessons per week, one lesson per day. Students meet their teachers twice a week for online live class. Students are expected to do self-study the rest of the week, including practice activities, culture activities, weekly quiz, etc. Our learning platform helps students maximize learning, practicing and exposure to French. Evaluation will be based on participation, homework, quizzes, exams, and class performances.

4242  French 1B – Virtual Learning  Course grade: 9-12  1/2 credit  Y
French1b: Beginning French I  Classes are held Monday-Friday (one semester)
PREREQUISITES: French 1a or equivalent.
This online course helps students who already have a basic command of French language and culture and want to continue their study. Class time is dedicated to interactive activities which allow students to expand skills in speaking, listening, reading and writing. Through multimedia teaching materials and activities, students deepen their understanding of French culture and build up solid foundation for future learning. Class is scheduled five lessons per week, one lesson per day. Students are expected to meet their teachers once a week to have the online live class and do self-study the rest of the week, including weekly quiz. Our learning platform helps students maximize learning, practicing and exposure to French. Evaluation will be based on participation, homework, quizzes, exams, and class performance.

4244  French 2A – Virtual Learning  Course grade: 9-12  1/2 credit  Y
Intermediate French I  Classes are held Monday-Friday (one semester)
PREREQUISITES: French 1A or 1B or Demonstrated Novice Mid level of language proficiency in French
This online course develops students' communicative abilities in French as well as understanding of the cultural context in which the language is used. Students learn to communicate through activities in speaking, listening, reading and writing, review and learning of vocabulary, grammar, sentence patterns and characters, and study of French cultures and societies. Online class activities are highly interactive and focus on speaking and listening. Reading about texts and French cultures is also emphasized, as are informal writing (to develop fluency) and brief compositions (to develop accuracy). Class is scheduled five lessons per week, one lesson per day. Students are expected to meet their teachers to have online live class and do self-study the rest of the week, including weekly quiz. Our learning platform helps
students maximize learning, practicing and exposure to the target language. Evaluations are based on participation, homework, quizzes, exams, formal compositions, informal writing, and an oral interview.

**4246 French 2B – Virtual Learning**  
Course grade: 9-12  
1/2 credit  
Y  
**Intermediate French I**  
*Classes are held Monday-Friday (one semester)*  
PREREQUISITES: French 2a or equivalent.

This online course will help students continue on a language journey that will introduce them to new and interesting points as they better learn to speak, read, and write French. Introduction is focused on developing both communicative skills and writing skills. Focus on vocabulary and grammar, as well as study of French cultures and societies, are also emphasized. Online class activities are highly interactive and structured to develop students’ ability of 5 C’s — Communication, Cultures, Connections, Comparisons, and Communities. Class is scheduled five lessons per week, one lesson per day. Students meet their teachers for both online live class and self study the rest of the week, including weekly quiz. Our learning platform helps students maximize learning, practicing and exposure to the target language. Evaluations are based on participation, homework, quizzes, exams, formal compositions, informal writing, and an oral interview.

**4250 Spanish 1A – Virtual Learning**  
Course grade: 9-12  
1/2 credit  
**Beginning Spanish I**  
*Classes are held Monday-Friday (one semester)*  
This is an online learning class with live, distant teachers. It provides an introduction to Spanish as a spoken and written language. The work includes online live class, self-study, live language labs, office hour, and assignments, weekly quizzes and exams. Spanish reading and writing is also emphasized in this course. Students build a basic foundation of Spanish language and culture. Class time is dedicated to interactive activities allowing students to acquire skills in speaking, listening, reading and writing. Through multimedia teaching materials and activities, students are introduced to many aspects of Spanish culture. Class is scheduled five lessons per week, one lesson per day. Students meet their teachers twice a week for online live class. Students are expected to do self-study the rest of the week, including practice activities, culture activities, weekly quiz, etc. Our learning platform helps students maximize learning, practicing and exposure to Spanish. Evaluation will be based on participation, homework, quizzes, exams, and class performance.

**4252 Spanish 1B – Virtual Learning**  
Course grade: 9-12  
1/2 credit  
**Spanish1b: Beginning Spanish I**  
*Classes are held Monday-Friday (one semester)*  
PREREQUISITES: Spanish 1a or equivalent.

This online course helps students who already have a basic command of Spanish language and culture and want to continue their study. Class time is dedicated to interactive activities which allow students to expand skills in speaking, listening, reading and writing. Through multimedia teaching materials and activities, students will deepen their understanding of Spanish culture and build up solid foundation for future learning. Class is scheduled five lessons per week, one lesson per day. Students are expected to meet their teachers once a week to have the online live class and do self-study the rest of the week, including weekly quiz. Our learning platform helps students maximize learning, practicing and exposure to the target language. Evaluation will be based on participation, homework, quizzes, exams, and class performance.

**4254 Spanish 2A – Virtual Learning**  
Course grade: 9-12  
1/2 credit  
Y  
**Intermediate Spanish I**  
*Classes are held Monday-Friday (one semester)*  
PREREQUISITES: Spanish 1A or 1B or Demonstrated Novice Mid level of language proficiency in Spanish

This online course develops students’ communicative abilities in Spanish as well as their understanding of the cultural context in which the language is used. Students learn to communicate through activities in speaking, listening, reading and writing, review and learning of vocabulary, grammar, sentence patterns and characters, and study of Spanish cultures and
Online class activities are highly interactive and focus on speaking and listening. Reading about texts and Spanish cultures is also emphasized, as are informal writing (to develop fluency) and brief compositions (to develop accuracy). Class is scheduled five lessons per week, one lesson per day. Students are expected to meet their teachers to have online live class and do self-study the rest of the week, including weekly quiz. Our learning platform helps students maximize learning, practicing and exposure to the target language. Evaluations are based on participation, homework, quizzes, exams, formal compositions, informal writing, and an oral interview.

**4256  Spanish 2B – Virtual Learning  Course grade: 9-12  1/2 credit  Y**

**Intermediate Spanish I  Classes are held Monday-Friday (one semester)**

**PREREQUISITES:  Spanish 2a or equivalent.**

This online course will help students continue on a language journey that will introduce them to new and interesting points as they better learn to speak, read, and write Spanish. Introduction is focused on developing both communicative skills and writing skills. Focus on vocabulary and grammar, as well as study of Spanish cultures and societies, are also emphasized. Online class activities are highly interactive and structured to develop students’ ability of 5 C’s, that is, Communication, Cultures, Connections, Comparisons, and Communities. Class is scheduled five lessons per week, one lesson per day. Students meet their teachers for both online live class and self study the rest of the week, including weekly quiz. Our learning platform helps students maximize learning, practicing and exposure to the target language. Evaluations are based on participation, homework, quizzes, exams, formal compositions, informal writing, and an oral interview.

“As students are introduced to the target culture, they need to learn to expect differences and eventually to understand and appreciate their logic and meaning…. in order to help students construct a new frame of reference based on understanding of their own frame of reference, and then, with teacher guidance, explore the target culture through authentic texts and materials.” Alice Omaggio-Hadley
Vertical Articulation by Language

**Detroit Public Schools**

**High School Global Language Courses**

**Spanish Courses**

- **Spanish I – 4080** 1 cr.
  - Prerequisite: None

- **Spanish II – 4082** 1 cr.
  - Prerequisite: Spanish I or demonstrated Novice Mid level

- **Spanish III – 4084** 1 cr.
  - Prerequisite: Spanish II or demonstrated Novice High level

**11-12**

- **Spanish IV – 4086** 1 cr.
  - Prerequisite: Spanish III or demonstrated Low Intermediate level

- **Spanish V – 4087** 1 cr.
  - Prerequisite: Spanish III + Recommendation from Spanish III instructor or demonstrated Mid-Intermediate level

- **Spanish IV Honors – 4086.H** 1 cr.
  - Prerequisite: Spanish IV Honors or Demonstrated High Intermediate Level

- **Spanish Language AP – 4089.AP** 1 cr.
Detroit Public Schools
High School Global Language Courses

German Courses

9-12

German I – 4050 1 cr.
Prerequisite: None

German II – 4052 1 cr.
Prerequisite: German I or Demonstrated Novice Mid level

German III – 4054 1 cr.
Prerequisite: German II or demonstrated Novice High level

11-12

German IV – 4056 1 cr.
Prerequisite: German III or demonstrated Low Intermediate level

German IV Honors – 4056.H 1 cr.
Prerequisite: German III + Recommendation from German III Instructor or demonstrated Mid Intermediate level

German Language AP – 4056.AP 1 cr.
Prerequisite: German IV Honors or Demonstrated High Intermediate Level
Detroit Public Schools
High School Global Language Courses
Arabic Courses

Arabic I – 4036 1 cr.

Arabic II – 4038 1 cr.

Prerequisite: None

Prerequisite: Arabic I or demonstrated Novice Mid level

9-12
Detroit Public Schools
High School Global Language Courses
Japanese Courses

9-12

Japanese I – 4109 1 cr.

Japanese II – 4129 1 cr.

Japanese III – 4145 1cr

11-12

Japanese IV – 4147 1 cr.

Japanese IV Honors – 4147.H 1 cr.

Japanese Language and Culture AP – 4089.AP 1 cr.

Prerequisite: None

Prerequisite: Japanese I or demonstrated Novice Mid level

Prerequisite: Japanese II or demonstrated Novice High level

Prerequisite: Japanese III or demonstrated Low Intermediate level

Prerequisite: Japanese III + Recommendation from Japanese III instructor or demonstrated Mid-Intermediate level

Prerequisite: Japanese IV Honors or Demonstrated High Intermediate Level
Detroit Public Schools
High School Global Language Courses
Latin Courses

Latin I – 4070  1 cr.
Prerequisite: None

Latin II – 4072  1 cr.
Prerequisite: Latin I or demonstrated Novice Mid level
Detroit Public Schools
High School Global Language Courses
American Sign Courses

American Sign Language I – 4301 1 cr.
Prerequisite: None

American Sign Language II – 4301 1 cr.
Prerequisite: American Sign Language I or demonstrated Novice Mid level
Vertical Articulation by Language

**Detroit Public Schools**

**High School Global Language Courses**

**VIRTUAL LEARNING – SPANISH COURSES**

- **Spanish 1A – 4250** ½ credit
  - Prerequisite: None

- **Spanish 1B – 4252** ½ credit
  - Prerequisite: Spanish 1A or equivalent

- **Spanish 2A – 4254** ½ credit
  - Prerequisite: Spanish 1A and Spanish 1B or demonstrated Novice Mid level

- **Spanish 2B – 4256** ½ credit
  - Prerequisite: Spanish 2A or equivalent
Detroit Public Schools
High School Global Language Courses
VIRTUAL LEARNING - FRENCH COURSES

French 1A - 4240
Prerequisite: None

French 1B - 4242
Prerequisite: French 1A or equivalent

French 2A - 4244
Prerequisite: French 1A and French 1B or demonstrated Novice Mid level

French 2B - 4246
Prerequisite: French 2A or equivalent
**Detroit Public Schools**

**High School Global Language Courses**

**VIRTUAL LEARNING - ARABIC COURSES**

- **Arabic 1A – 4230 ½ credit**
  - Prerequisite: None

- **Arabic 1B – 4232 ½ credit**
  - Prerequisite: Arabic 1A or equivalent

- **Arabic 2A – 4234 ½ credit**
  - Prerequisite: Arabic 1A and Arabic 1B or demonstrated Novice Mid level

- **Arabic 2B – 4236 ½ credit**
  - Prerequisite: Arabic 2A or equivalent
Detroit Public Schools
High School Global Language Courses
VIRTUAL LEARNING - CHINESE COURSES

9-12

Chinese 1A – 4220 ½ credit
Prerequisite: None

Chinese 1B – 4222 ½ credit
Prerequisite: Chinese 1A or equivalent

Chinese 2A – 4224 ½ credit
Prerequisite: Chinese 1A and Chinese 1B or demonstrated Novice Mid level

Chinese 2B – 4226 ½ credit
Prerequisite: Chinese 2A or equivalent
Detroit Public Schools  
Department of Multilingual-Multicultural Education  
Office of Global Languages  

NEW TEXTBOOK ADOPTION  

DPS ELEMENTARY AND MIDDLE SCHOOL  
SPANISH COURSES AND TEXTBOOKS  

## SPANISH - ELEMENTARY SCHOOL  

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<th>LEVEL</th>
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## SPANISH - MIDDLE SCHOOL  

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NOTE: Please follow the procedures specified by DPS when ordering textbooks.
### Detroit Public Schools
#### Department of Multicultural-Multilingual Education
#### Office of Global Languages

**Scope and Sequence for Spanish at Elementary and Middle School**

(Frequency of Instruction: Elementary school students attend TWO-30/40 minute lessons per week and Middle School students attend FIVE-40/50 minute lessons per week)

***If the entry point occurs in Grades 4 and above, the teacher should incorporate reading and writing and should supplement instruction with ¡Viva el Español! Hola, ¿Qué tal? and ¡Adelante!***

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| **GRADE 1**          |       |         |         |         |         |         |         |         |         |
| ELEM. LEVEL 1        |       |         |         |         |         |         |         |         |         |
| Viva el Español      |       |         |         |         |         |         |         |         |         |
| System A Lessons     | 1-11  |         |         |         |         |         |         |         |         |
| ELEM. LEVEL 2        |       |         |         |         |         |         |         |         |         |
| Viva el Español      |       |         |         |         |         |         |         |         |         |
| System A Lessons     | 12-27 |         |         |         |         |         |         |         |         |
| ELEM. LEVEL 3        |       |         |         |         |         |         |         |         |         |
| Viva el Español      |       |         |         |         |         |         |         |         |         |
| System B Lessons     | 1-13  |         |         |         |         |         |         |         |         |
| ELEM. LEVEL 4        |       |         |         |         |         |         |         |         |         |
| Viva el Español      |       |         |         |         |         |         |         |         |         |
| System B Lessons     | 14-27 |         |         |         |         |         |         |         |         |
| ELEM. LEVEL 5        |       |         |         |         |         |         |         |         |         |
| Viva el Español      |       |         |         |         |         |         |         |         |         |
| System C Lessons     | 1-14  |         |         |         |         |         |         |         |         |
| MIDDLE SCHOOL LEVEL 2|       |         |         |         |         |         |         |         |         |
| Prel. Unit +         |       |         |         |         |         |         |         |         |         |
| ¿Cómo te va? A (Green) | Units 5-6 |         |         |         |         |         |         |         |         |
| ¿Cómo te va? B (Blue) | Units 2-3 |         |         |         |         |         |         |         |         |
| MIDDLE SCHOOL LEVEL 3|       |         |         |         |         |         |         |         |         |
| Prel. Unit +         |       |         |         |         |         |         |         |         |         |
| ¿Cómo te va? A (Green) | Units 5-6 |         |         |         |         |         |         |         |         |
| ¿Cómo te va? B (Blue) | Units 2-3 |         |         |         |         |         |         |         |         |
| MIDDLE SCHOOL LEVEL 4|       |         |         |         |         |         |         |         |         |
| Prel. Unit +         |       |         |         |         |         |         |         |         |         |
| ¿Cómo te va? A (Green) | Units 5-6 |         |         |         |         |         |         |         |         |
| ¿Cómo te va? B (Blue) | Units 2-3 |         |         |         |         |         |         |         |         |

<p>| <strong>STARTING IN</strong>      |       |         |         |         |         |         |         |         |         |
| <strong>GRADE 2</strong>          |       |         |         |         |         |         |         |         |         |
| ELEM. LEVEL 1        |       |         |         |         |         |         |         |         |         |
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| ELEM. LEVEL 2        |       |         |         |         |         |         |         |         |         |
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| System A Lessons     | 12-27 |         |         |         |         |         |         |         |         |
| ELEM. LEVEL 3        |       |         |         |         |         |         |         |         |         |
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| System B Lessons     | 1-13  |         |         |         |         |         |         |         |         |
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| ¿Cómo te va? A (Green) | Units 5-6 |         |         |         |         |         |         |         |         |
| ¿Cómo te va? B (Blue) | Units 2-3 |         |         |         |         |         |         |         |         |
| MIDDLE SCHOOL LEVEL 3|       |         |         |         |         |         |         |         |         |
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| ¿Cómo te va? A (Green) | Units 5-6 |         |         |         |         |         |         |         |         |
| ¿Cómo te va? B (Blue) | Units 2-3 |         |         |         |         |         |         |         |         |</p>
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</table>
Detroit Public Schools  
Department of Multicultural-Multilingual Education  
Office of Global Languages

**Scope and Sequence for French at Elementary and Middle School**

(Frequency of Instruction: Considering Elementary school students attend TWO 30/40 minute lessons per week and Middle School students attend FIVE 40/50 minute lessons per week)

***If the entry point occurs in Grades 4 and/or above, the teacher should incorporate reading and writing***

<table>
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<tr>
<th>ENTRY POINT</th>
<th>K</th>
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Textbook are not available for Elementary and Middle School French Classes. French teachers should refer to Spanish Textbook for the Scope and Sequence in order to design their Learning Scenarios.
Detroit Public Schools  
Department of Multilingual-Multicultural Education  
Office of Global Languages

**NEW TEXTBOOK ADOPTION**  
**DPS HIGH SCHOOL GLOBAL LANGUAGE COURSES AND TEXTBOOKS**

### SPANISH - HIGH SCHOOL

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<thead>
<tr>
<th>COURSE</th>
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<tr>
<td>SPANISH I - 4080</td>
<td>¡AVANCEMOS! LEVEL I</td>
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<td>SPANISH II - 4082</td>
<td>¡AVANCEMOS! LEVEL I - II</td>
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<td>SPANISH III - 4084</td>
<td>¡AVANCEMOS! LEVEL II</td>
</tr>
<tr>
<td>SPANISH IV - 4086</td>
<td>¡AVANCEMOS! LEVEL II - III</td>
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<td>SPANISH V - 4087</td>
<td>¡AVANCEMOS! LEVEL III</td>
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<td>SPANISH IV Honors – 4086.H</td>
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<td>CONVERSACION Y REPASO</td>
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### FRENCH – HIGH SCHOOL

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<td>FRENCH I - 4040</td>
<td>BIEN DIT! LEVEL I</td>
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<td>FRENCH II - 4042</td>
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<td>FRENCH III - 4043</td>
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<td>FRENCH IV - 4046</td>
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<td>FRENCH V - 4048</td>
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<td>FRENCH LANGUAGE AP – 4049.AP</td>
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### GERMAN – HIGH SCHOOL

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<tr>
<td>GERMAN II - 4052</td>
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<td>GERMAN III - 4054</td>
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<td>GERMAN IV - 4056</td>
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### LATIN - HIGH SCHOOL

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### RUSSIAN - HIGH SCHOOL

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<tr>
<td>RUSSIAN II - 4104</td>
<td>GOLOSA I</td>
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</table>

**NOTE:** Please follow the procedures specified by DPS when ordering textbooks.
Curriculum Planning: Research-Based Approaches

Key Elements for Global Language Instruction

Planning:
- Realize that the text is not the curriculum, but rather a tool like many others to help teach the competencies in the curriculum. Thus, plan backwards with the World Language Standards in mind.
- Set high expectations for all students, design assessment, and organize instruction to engage and motivate all learners.
- Keep in mind that in order to learn, students need to be engaged. Address different learning styles by designing a variety of strategies that appeal to multiple intelligencies, such as Total Physical Response, incorporating the Arts, Music, etc.
- Choose concepts for age appropriateness and “fit” with educational background of students.
- Incorporate Culture is a natural component of language use in all activities.
- Vocabulary is a key element in language learning. Thus, it should be taught in context and practiced so that the students feel comfortable when expressing themselves. Integrate old and new vocabulary into your lessons.
- Adapt content to all levels of students' language proficiency- include visuals, graphic organizers, technology, supplementary materials (puppets, CDs, video, etc), among others.
- Design meaningful and authentic activities that integrate lesson concepts with language practice opportunities. Include games, role playing, Internet, etc.
- Plan for opportunities to explicitly link language concepts to students’ background experience.
- Make clear links between students’ past learning and new concepts.
- Plan a brief and simple DO NOW activity to engage the students while you complete the housekeeping tasks, such as attendance.
- Decide how you want the students to do things in your classroom and establish and practice procedures until the students internalized them.
- Select and incorporate a variety of print and non-print materials including authentic target language sources.
- Incorporate technology, as appropriate and available, to facilitate learning and teaching.

Preparation before the lesson:
- Write the objectives on the board and state them orally at the beginning of the lesson.
- Gather and organize all needed materials before the lesson begins. Make sure all lesson resources are available.
- Set up the classrooms according to your planned activities.
- Create an attractive classroom environment including display of student work that is instructional, motivational, and informative.

Comprehensible Input:
- Speak appropriately to accommodate students’ proficiency level.
- Use a variety of techniques to make content concepts clear – modeling, hands-on materials, visuals, demos, gestures, film clips, etc.
**Strategies:**
- Consistently use scaffolding techniques through instruction—modeling, questioning, feedback, graphic organizers, visuals, think-alouds, and more, across successive engagements.
- Employ a variety of question types—use yes/no question, wh-question, and open-ended questions.
- Encourage students use language specific learning strategies and assess their own progress.
- Guide students in the use of all levels of thinking skills (i.e. they repeat, recognize, and recall as well as apply, create, and predict).

**Interaction:**
- Provide frequent opportunities for interaction in order to provide much needed “oral rehearsal”
- Group students to support language objectives—use different structures during lesson—pairs, triads, teams, varied by language proficiency or interest.
- Consistently afford sufficient wait time.

**Practice/Application:**
- Provide multiple opportunities for students to rehearse listening and practicing the target language.
- Supply ample hands-on materials.
- Design activities that allow students to apply the concepts and make them concrete.
- Integrate the three modes of communication – interpersonal, interpretative, and presentational—into your lessons to practice all language.

**Lesson Delivery:**
- Engage students 90-100% of the lesson in the target language to promote less “teacher talk”. Encourage active participation in whole groups, small groups, and individually.
- Appropriately pace the lesson to students’ ability level and re-teach whenever is necessary so that student can follow you.
- Maintain a supportive, inclusive classroom environment in which all students feel comfortable taking risks and accept one another.

**Review/Assessment:**
- Give students opportunities, including wait-time, to self-correct.
- Regularly give positive feedback to students on their output—clarify, discuss, correct responses. Provide corrections of student errors through follow-up review and re-teaching strategies.
- Conduct assessment of student comprehension and learning using a variety of quick reviews: thumbs up-down, small dry erase boards, student self-assessment.
- Assessment is ongoing. Encourage continuous self-assessment for students and teacher.
- Use a variety of assessments such participation in class, task-based activities, cultural projects, etc, that align with the National and State Standards. Include formal and informal, formative and summative assessment.
- Use rubrics as an assessment tool.
Early Childhood Stage
At the ages of four and five, children are explorers and adventurers, having the capability of absorbing the world around them with incredible speed. They are constantly in motion, very talkative, and love trying out language. They learn best through play, exploration, imitation, and repetition. Cognitively, the four year old learns to sort objects by shape, color and size and can draw simple human figures. By five, children understand concepts, begin to reason, understand cause-and-effect relationships and memorize. They are able to trace numbers and capital letters and can count objects. During the first five years, development proceeds at a faster pace than any other phase of life because there is a dramatic brain growth and children become intellectually curious, creative thinkers.

Children six to eight years of age undergo a dramatic period of physical, cognitive, and social change. They are able to organize, memorize, and learn to read and write. Most children of this age develop the skills to process more abstract and complex ideas. They begin elementary school; spend more time with peers and other adults who they can turn to for information. At this stage, children enjoy cooperative projects, activities and tasks. Children develop an awareness of time and their attention span improves. They can demonstrate self-control and "proper" behavior. Children nearing the age of seven like to be read to and want to discover how things work. Emotionally, at this stage, children will become more modest and want privacy. They develop relationships with people outside their family. Six to eight year olds become better at controlling and concealing feelings. This is the period where they begin to form a broader self-concept and recognize their own strengths and weaknesses, especially with regard to social, academic, and athletic skills.

Upper Elementary Stage
Children ages eight to twelve have lots of energy and also experience many changes in their social and cognitive skills. In addition to these changes, there is a period of transition that occurs in other areas like, personality, motivation and inter-personal relationships. Cognitive, as well as physical development, is slow and steady during this stage. These children are enthusiastic, they begin to develop self-confidence, work well cooperatively and begin to form positive relationships with adults. However, they tend to over estimate their abilities, which is one reason why they still need direction with the organization of thoughts and activities. Although they often have limited attention spans and require schoolwork in bite size pieces in the early ages of this stage, this is the time when they gain competence and are able to use fine motor skills. These children have a limited view of the world, but are naturally curious and have vivid imaginations. They need time for projects, which should be tangible. During this time of development children can regress and be emotionally sensitive, lack confidence and feel the need to work independently. Their self-criticism is magnified at this stage, so encouragement is helpful and necessary in order to foster a healthy sense of self. As anxiety lessens, awareness of the larger world expands. Towards the end of this stage of development, children have the ability to focus better and begin to develop a wider scope of interests. At this time they are able to focus on and learn more concrete, factual information, though more abstract concepts can be gradually introduced.

Early Adolescent Stage
Middle school students are in a transitional period of life as they are caught between childhood and adulthood. They earnestly seek approval while wanting to create their own
identity. At this age, the need for peer approval is greatest and there is a delicate balance between freedom and responsibility. Girls like to form cliques, while boys tend to focus on athletic skills. This age group tends to work well in cooperative groups and the value of social interaction is extremely important for both cognitive as well as intellectual stimulus. Pride and confidence can provide a sense of accomplishment, as assignments and projects culminate with a finished product over a structured period of time. Physically, the diversity between boys and girls is the greatest in this age group. For both sexes, there is a greater need for daily physical activity, as hormonal changes lead to both fatigue and increased energy. Awkward physical bodily changes lead to confusion and self-consciousness. Girls tend to mature one-half to two years earlier than boys. The greatest developmental contrast occurs between boys and girls at the age of thirteen, when girls have already reached puberty and boys are just beginning to mature physically. In addition to physical changes, emotional changes cause vulnerability issues that may lead to risky experimentation with sex and drugs. As a result, the need for compassionate, supportive role-models who listen is necessary to foster dialogue with this age group. Cognitively middle school students are in a transition from concrete to abstract thinking and prefer active over passive learning. At this age, students are able to improve organization with clear procedures and study skills. Their interest expands from “self” to social issues, such as animals, the downtrodden, environmental issues, and areas in which they can express their point of view. Growth occurs best in a classroom environment that fosters and acknowledges the importance of the need to be seen as an individual, while at the same time understanding the psychological vulnerability and need to encourage self-esteem of these adolescents.

Middle Adolescent Stage
Self-identity is very important to high school students (ages 14 – 17). Students in this age group are very self-conscious and concerned about how others perceive them. Their sexuality is emerging, and they are increasingly interested in developing relationships with members of the opposite or same sex. Because of these developmental traits, it is important for the teacher make the classroom a safe place for the high school learner by putting in place ground rules, procedures, and allowing the students to be a part of this process and take ownership of it. Because language learning is complex and learning a second language involves taking risks, it is important for the teacher to establish a supportive and nurturing, yet structured classroom environment.

Teenagers tend to enjoy verbal oriented activities, become interested in the meaning of words and in developing a broader vocabulary. More abstract reasoning is evident, especially in regard to cause and effect. Because they are developing their identity and independence from adults, they tend to be argumentative, and will sometimes argue for the sake of arguing. Teenage learners also begin to grow in their awareness and concern about problems in the larger world and become invested in finding solutions. They may develop a passion about world conflicts with emphasis upon causality and resolution, and the environment. Teen learners enjoy doing research, putting together reports, and engaging in longer projects. The teacher can connect with these developmental tendencies and interests in the world language classroom by providing students with opportunities to engage in interpersonal communication with partners and groups, initiating word games with new vocabulary, and giving students wait time to negotiate meaning. The teacher can build on the students’ interest in world events by incorporating pictures, videos, and authentic print and broadcast materials into lessons and class activities and helping students build cultural connections and make comparisons. Students at this age will enjoy meaningful authentic assessments in which they may be active and creative.
Diverse Instructional Strategies for ALL Students

The Bloom’s Taxonomy Model focuses on six levels of thinking that represent different levels of complexity in thinking. A variety of instructional strategies and products may be categorized for each level. Designing a variety of learning activities that require different levels of thinking provide ample opportunities for students whose thinking levels range throughout the spectrum.

<table>
<thead>
<tr>
<th>LEVEL OF BLOOM’S TAXONOMY</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Students remember previously learned information through writing or reciting.</td>
<td>Students demonstrate an understanding of the facts by restating the information in their own words.</td>
<td>Students apply the information to one or more contexts by applying the knowledge to actual situations.</td>
<td>Students break down objects or ideas into simpler parts to compare and contrast or categorize information.</td>
<td>Students judge what they have analyzed and support their opinions.</td>
<td>Students create and/or gather information to form judgments based on internal evidence or external criteria.</td>
</tr>
<tr>
<td>Verbs</td>
<td>Ask, arrange, count, define, describe, discover, draw, duplicate, find, identify, label, list, listen, locate, match, memorize, name, observe, order, outline, quote, recite, recognize, relate, recall, remember, repeat, reproduce, research, select, sequence, state, tell, write</td>
<td>Change, classify, conclude, convert, describe, defend, demonstrate, discuss, distinguish, edit, estimate, explain, express, extend, generalize, give example(s), identify, indicate, illustrate, interpret, infer, paraphrase, predict, recognize, report, restate, rewrite, review, select, summarize, translate, tell</td>
<td>Apply, build, change, choose, compute, construct, cook, demonstrate, discover, dramatize, employ, experiment, illustrate, interpret, interview, list, manipulate, modify, operate, paint, practice, predict, prepare, produce, role-play, record, relate, report, schedule, select, show, sketch, solve, stimulate, teach, transfer, use, write</td>
<td>Advertise, analyze, appraise, breakdown, categorize, calculate, characterize, classify, compare, contrast, criticize, diagram, debate, deduce, differentiate, discriminate, dissect, distinguish, examine, experiment, identify, illustrate, infer, investigate, model, outline, point out, question, select, separate, subdivide, survey, test</td>
<td>Arrange, assemble, collect, combine, comply, compose, construct, create, design, develop, devise, explain, estimate, forecast, formulate, hypothesize, generate, imagine, infer, invent, integrate, make, organize, perform, plan, predict, prepare, produce, propose, rearrange, reconstruct, relate, reorganize, revise, set up, synthesize</td>
<td>Appraise, argue, assess, attach, choose, compare, consider, conclude, contrast, critique, decide, defend, describe, discriminate, editorialize, estimate, evaluate, explain, interpret, judge, justify, predict, prioritize, prove, rank, rate, recommend, relate, rate, select, summarize, support, value, view point, weigh</td>
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(Adapted from *New Jersey World Language Curriculum Framework*)
# End Products for Students with Diverse Talents
(Adapted from *New Jersey World Language Curriculum Framework*)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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<td>Casual</td>
<td>Artwork</td>
<td>Argument</td>
<td>Advertisement</td>
<td>Conclusion</td>
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<td>Collection</td>
<td>Chart</td>
<td>Article</td>
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<td>Demonstration</td>
<td>Commercial</td>
<td>Book</td>
<td>Critique</td>
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<td>Diagram</td>
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<td>Diary</td>
<td>Graph</td>
<td>Hypothesis</td>
<td>Defense/verdict</td>
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<td>Films</td>
<td>Drama</td>
<td>Propaganda</td>
<td>Game</td>
<td>Discussion</td>
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<td>Graphs</td>
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<td>Plan</td>
<td>Invention</td>
<td>Editorial</td>
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<td>Magazines</td>
<td>Illustration</td>
<td>Questionnaire</td>
<td>Lesson plan</td>
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Teaching Global languages to Students with Diverse Needs
(Adapted from New Jersey World Language Curriculum Framework)

One of our biggest challenges as Global Language teachers is to embrace ALL students in the learning process by providing meaningful access to instruction and assessment. The State of Michigan provides inclusion of ALL students - special needs students, gifted students as well as heritage language learners- in the regular education classroom. In order to maximize their strengths and compensate for their learning differences, accommodations may be required.

These categories listed below are intended to guide the process of selecting accommodations for the World Language Framework learning scenarios for students with disabilities. Some of the accommodations include the following ones:

| Instructional Preparation                      | • Relate instruction to personal experiences  
|                                               | • Establish goals for lesson                  
|                                               | • Activate Prior Knowledge                    
|                                               | • Use visuals and demonstrations, illustrations, and models |
| Instructional Prompts                         | • Organize/Summarize information              
|                                               | • Highlight and clarify essential information 
|                                               | • Use flashcards, cue cards, overhead demonstrations 
|                                               | • Incorporate music                           |
| Instructional Application                     | • Simplify abstract concepts by providing concrete examples |
|                                               | • Design hands-on activities and games        
|                                               | • Invite guest speakers                       
|                                               | • Plan field trips                            |
| Instructional Monitoring                      | • Direct on-task behavior                     
|                                               | • Assist in goal setting                      
|                                               | • Establish timelines                        
|                                               | • Provide periodic check for understanding    |
| Classroom Organization                        | • Maximize student attention, participation and independence |
|                                               | • Organize cooperative learning groups        
|                                               | • Contact international pen pals             
|                                               | • Have material accessibility                
|                                               | • Incorporate centers                         |
| Students’ Responses                          | • Provide multiple opportunities to demonstrate progress |
|                                               | • Use illustrations, posters, collages       
|                                               | • Puzzles, journal entries, portfolio entries |
|                                               | • Songs, raps, poems                          |

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## Strategies for students with specific learning needs

**To ensure success with:** understanding new concepts

| --attention deficit learners (ADD/ADHD) | • Maintain eye contact with students during verbal instruction  
• Make directions clear and concise by being consistent with daily instruction  
• Pre-teach new concept  
• Identify priority learning from less important material  
• Provide adequate time  
• Provide meaningful practice, review, repetition  
• Use flow charts  
• Connect previous learning to new information  
• Avoid multiple commands  
• Modify assignments as needed  
• Require a daily assignment  
• Make sure you test knowledge and not attention span. |
|---|---|
| --visually impaired learners | • Describe what you are doing  
• Use black and white print  
• Use alternative testing methods  
• Use audio-taped books  
• Provide preferential seating  
• Provide material in large or Braille print  
• Give student an individual copy of visual information presented to the group  
• Be aware of lighting requirements  
• Allow extra time to complete a task |
| --hearing impaired learners | • Provide preferential seating  
• Use visual cues, overheads, drawings, maps  
• Face student directly when speaking  
• Emphasize key points; don’t overload with information  
• Repeat or rephrase what other students say  
• Provide note-taking assistance during lectures |
| --retaining and retrieving information | • Use multi-modalities (visual, auditory, tactile) to teach same concept  
• Break down instructional units into smaller steps  
• Use color coding to show concept and relationships  
• Use rhythm, music, movement |
| --speaking | • Give sentence starters  
• Use choral reading or speaking  
• Use partners  
• Phrase questions with choices embedded in them |
| --assessment | • Use variety of authentic assessments  
• Establish criteria and expectations prior to instruction  
• Allow a variety of ways to respond orally, pictorially, tape recordings  
• Assess learning continuously over time, not just at the end of a unit of study |
| --working in groups | • Establish group rules and expectations and post them  
• Teach skills of independence e.g., bridging Phrases, disagreeing agreeably, voice level  
• Assign student roles/responsibilities |
| --reading | • Use pre-reading and post reading activities to teach or reinforce main ideas  
• Provide advanced organizers when showing videos  
• Label 5W’s—who, what, when, where and why |
| --writing | • Require lists instead of sentences  
• Allow students to use a tape recorder to dictate writing  
• Allow students to use a computer for outlining, word processing, spelling and grammar check  
• Brainstorm a word bank of possible words that would be needed prior to the writing activity. |
| --exceptionally able students (Gifted) | • Allow for choices within assignments and projects  
• Use open ended questioning strategies  
• Provide mentoring or apprenticeship with professionals  
• Allow for concrete or real life investigations and explorations  
• Use theory of multiple intelligences  
• Use tiered assignments which are more complex or abstract  
• Use interdisciplinary units  
• Allow time with like-intellectual peers  
• Use accelerated pace of instruction  
• Allow dual enrollment or early admission opportunities  
• Provide more difficult or abstract resources  
• Allow students to suggest modifications in the content of their learning, the process which they use to learn, and the product they produce to show their learning.  
• Clearly communicate criteria and parameters to avoid students taking unacceptable risks or creative detours |
Heritage Language Learners

Who are Heritage Language Learners?
A heritage speaker is a student who is exposed to a language other than English at home. Heritage learners have varied degrees of competencies in their own language. There are students who:

- Are literate in both English and their native language.
- Have come to the United States from a different country and report to an ESL or Bilingual class.
- Are illiterate in both English and their heritage language.
- Are the second or third generation in the United States and use English as their primary language but have poor skills in their heritage language.
- Are the second or third generations in the United States and can speak both languages, but cannot read or write in their heritage language.

Heritage Language Learners in Detroit Public Schools
Among DPS student population, there are more than 8,000 students who are classified as English language Learners. Among these learners are children who are exposed to or speak Spanish, Arabic, Bengali, Albanian, Chaldean, Hmong, French, Romanian, and Ibo, among other languages. When they enter High School, Heritage language learners can continue developing their skills in their native language at the level of proficiency demonstrated by the specific Language Proficiency Test. After meeting the World Language graduation requirement by demonstrating Novice High Language Proficiency in their native language, they may choose to begin learning another language.

Detroit Public Schools addresses the wide range of needs of all heritage learners by fostering positive attitudes toward the native language and seeking to improve the perception of their native culture. DPS takes this position because we recognize that all heritage languages and cultures are important resources that we must strive to preserve and develop (Brecht & Ingold, 1998).

Effective Strategies for Teaching Heritage Learners in the Mainstream Classroom
The Global Language teacher who has heritage language learners in the classroom needs to understand the diverse backgrounds and motivation of heritage learners in the class. Many heritage learners have a certain speaking and listening ability outside of the classroom but lack formal training in the language, making it difficult to acquire the skills and acceptable use of the heritage language. For this reason, in Global Language classrooms where there are heritage learners of the target language being taught, the teacher should provide varied opportunities for these learners to improve their fluency, develop command of a wide range of more complex linguistic structures as well as vocabulary usage, and help them to become familiar with cultural norms to ensure true bilingualism and bi-literacy in that individual. To accomplish this, the teacher should employ student-centered, interactive, and motivation instructional strategies that fall in the following two categories.
Metacognitive strategies
- Encourage the explanation of real-world topics, which generate creativity and excitement.
- Show videos relating to their culture and encourage predictions before watching, to enhance creativity and imagination.
- Offer students a wide variety of instruction to meet their individual needs.
- Use a variety of learning strategies and resources such as charts, diagrams, graphic organizers, brainstorming, webs, authentic materials, color coding, etc. to support learning.

Task-based strategies
Teachers should use task-based strategies and look for effective and practical use of language by heritage learners. Heritage learners are a rich asset and are a largely untapped reservoir of to the social fabric of the school community (http://nclrc.org). Teachers should support and utilize heritage learners, actively involving them culturally and linguistically with non-heritage second language learners in interactive skits, interactive language use and activities, such as projects, oral presentations, writing assignments, skits and collaborative classroom work.
- Design task-based activities in which learners interact with authentic materials, such as foreign coins, class schedules, advertisements, etc.
- Prepare different parallel scenarios in which students participate in small groups. Heritage students can work on a parallel activity which can be shared with the class.
- Engage your students in task-oriented activities that address the different learning styles of your students. Include cooperative learning groups, hands-on activities, oral presentation, and the use of visuals.
Aligning Assessment with Standard-Based Instruction

Assessment is a tool for teachers to know what their students have learned.

Assessment is a process that would evaluate the students' performances in both formative and summative. These assessments facilitate student reflection on the learning process and the improvement of learning. The most reliable assessment reflects instructional objectives and is performance-based. It’s an integral, ongoing part of the learning process itself.

There are two types of classroom assessments: formative and summative.

- **Formative assessment** is a reflective process that intends to promote student attainment. Feedback from learning activities is actually used to adapt the teaching to meet the learners' needs.
- **Summative assessment** is a gauge at a particular point in time of student learning relative to content standards.

**Authentic assessments test student abilities by measuring how well students perform under real life or simulated contexts**

*Student assessment should be grounded in the authentic, real-life activities that are carried out in the classroom. Because effective language learning is meaningful, enjoyable, and interactive, assessment should reflect a similar focus. Using the same activities should, therefore, define the process for ongoing assessment. Effective tracking of student progress can also be made through reliance on journals, portfolios, performances, or multimedia presentations. Students engaged in this process become more and more actively involved in their learning (Armstrong, 1998).*

The purpose of good assessments is:

- To assist student learning.
- To identify students' strengths and weaknesses.
- To assess and improve the effectiveness of curriculum programs.
- To communicate with and involve parents.

For a good authentic assessment

- It should relate to the concepts and skills students have acquired
- It should be culturally authentic
- It should cause the students to use critical thinking skills.
- It should provide consistent feedback to students to facilitate assessing their own achievement and to modify and adjust their individual learning strategies and goals.

**Students should be assessed in the three modes of communication**

- **Interpersonal communication mode**
  - Students engage in a two way exchange, (i.e. students role play).
- **Interpretive communication mode**
  - Student engages in one way interaction with authentic print, spoken or illustrated material, (i.e. students answer questions about a news report or speech).
- **Presentation communication mode**
  - Learner integrates all the skills and the language learned so far and presents a project to demonstrate language proficiency.

**Rubrics for assessment**

A rubric is an authentic assessment tool used to measure students’ work. It is a scoring guide used to evaluate students’ performance based on the sum of a full range of criteria rather than a single numeric score. It is a working guide for students and teachers usually handed out before the assignment begins in order to get students to think about the criteria on which their work will be judged. Rubrics can be analytic or holistic. Analytic rubrics identify and assess components of a finished product. Holistic rubrics assess student work as a whole.
Curriculum Design

Designing the Learning Scenarios

Learning scenarios are examples of classroom activities that reflect a standards-based world language instruction during extended blocks of time. They are based on the National and State Standards for Foreign Languages and the source from which teachers design their lesson plans. These scenarios are not designed to provide the basis for a curriculum or to provide prescriptive lesson plans for teachers. They are designed to demonstrate the teaching and learning of Global Languages as envisioned by an extended sequence of world language instruction.

Learning scenarios consist of student-centered activities designed to support language development as students explore culturally authentic resources. They aim to help students develop a deep understanding of the content and mastery of the skills, as learning occurs when students acquire transferable knowledge.

Scenarios begin with topics of high order thinking that stimulate creativity and encourage divergent thinking. Many of the activities through which the topics are explored provide options to address differentiated learning styles, multiple intelligences, and individual teaching styles. Several of the themes are universal to all languages, and activities were modified to address issues particular to a given language and culture. Teachers are encouraged to review these scenarios and use them as the starting point in designing their own learning scenarios and lesson plans.

Included are models of Curriculum Planning for Spanish and French at Elementary, Middle and High School. These learning scenarios were developed by a group of DPS Global Language teachers to assist DPS Global Language teachers in successfully implementing the Global Language Curriculum in their classrooms.

Although the tasks found in these learning scenarios would be impossible to complete in any meaningful way if students, particularly at high school, do not practice related grammar, the primary goal of these models is to demonstrate innovative ways of incorporating the standards into classroom instruction. Grammar is implicitly embedded in the activities. While many teachers are already using thematic units of study, scenarios authors are asked to think beyond the topics routinely introduced in textbooks, though the progression is considered as well. However, the instructional strategies might vary from teacher to teacher, the performance goals for each level are clearly established and expected to be accomplished by all the students.

As incomprehensible input is not grasped, it is necessary that the teacher assess the students’ background knowledge before deciding at what level the student should be placed. Learning should be constantly assessed as so to either avoid students raising their affective filters and making them feel unsafe in the language classroom, or making them feel bored by constantly repeating what they have previously learned in other scenarios.

Teachers may choose to use only part of the models of the scenarios in their classroom. They may also choose to “scale down” the level of the scenario or make it more complex. Teachers are encouraged to experiment in using the scenarios to facilitate a change in instruction and assessment in order to create a successful “standards-driven” classroom.
Use the target language in oral communication to...

Use English to talk about...

Questions to focus instruction and assessment:

1. ____________________________?
2. ____________________________?
3. ____________________________?
4. ____________________________?
Unit Abstract (briefly describe what the unit is about):

Content Expectations (Michigan Standards and Benchmarks):
Select the Standard(s) that you are working with in this Scenario by highlighting in bold.

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<thead>
<tr>
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<th>1.1</th>
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Key Concepts (Functions, Forms (Structures), and Vocabulary)
What needs to be taught for students to be successful in the performance assessment?

<table>
<thead>
<tr>
<th>Functions</th>
<th>Forms/structures/vocabulary (phrases)</th>
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Sample Performance Assessments
(Three modes of communication: interpersonal, interpretative, and presentational)
1. Interpersonal –
2. Interpretive –
3. Presentational –

Instructional Resources
(List all your resources)

Links to Culture and the Other C’s (Connections, Comparisons, Communities)
Show evidence of how these standards are incorporated into the instruction

Culture:
Connections:
Communities:

Reflection
(Upon completing this unit, write down useful comments to you help you improve it for the following year):
Tips for Editing the Learning Scenarios
Please ask yourself these questions when you finish designing your Learning Scenarios

- Is the form of all the scenarios consistent to one another? Please carefully review if the unit name, key question, previous unit, theme, next unit, performance standards, etc, are consistent to the model provided.
- Are all the performance standards that the textbook suggests included in the scenarios? Please mark using a red marker the items covered in the Scope and Sequence sheets and use the Bloom’s Taxonomy Action Verbs to state the performance standards.
- Check that the questions (to focus instruction and assessment) match the performance standards.
- Read the information about the children’s developmental stages, and decide what learning should like at a particular age to be effective and share with me if you have any addition to make.
- Read the unit abstract carefully and check if it covers all the goals stated previously. It’s important that everything matches.
- Read the current expectations and check that they match the performance standards for this scenario. Please consult the Michigan World Language Standards and Benchmarks, pages 9 and 11 provided when editing.
- Have you used the functions, vocabulary, and expressions provided by the textbook when writing the scenarios? Be sure that these functions match the performance standards previously stated. The vocabulary should match as well. For elementary and middle school levels, I expect that you include all the vocabulary that the teacher needs to teach in detail. For high school, my plan is to include only the notions without specifying the individual words. For example, food.
- Have you incorporated creative ways to assess the students according the 21st century model we discussed?
- List all the instructional resources provided by the textbook and others that you deem necessary.
- Think of connections to Culture and the other C’s that truly make sense for this scenario. Do not try to artificially include them if they do not fit it.
- Leave the reflection area blank as it will be completed by the teacher after working with the scenario.
Models of Learning Scenarios designed by DPS teachers
Detroit Public Schools
Department of Multilingual-Multicultural Education
Office of Global Languages

Spanish - Elementary Level 1
Unit # 1: Making Friends

Big Picture Graphic

Key Question:

How do I initiate an interaction?

<table>
<thead>
<tr>
<th>Previous Unit:</th>
<th>Theme:</th>
<th>Next Unit:</th>
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</thead>
<tbody>
<tr>
<td>______________________________</td>
<td>Making Friends</td>
<td>My School Life</td>
</tr>
</tbody>
</table>

- Greet others
- Respond to greetings
- Say your name
- Ask someone's name
- Use the target language in oral communication to...
- Ask how someone is
- Say goodbye
- Introduce others
- Tell someone how I am

Questions to focus instruction and assessment:

1. How do I start a conversation?
2. How do I respond to a greeting?
3. How do I say my name?
4. How do I end an exchange?

Learning at this level is:
- Engaging, Fun-oriented
- Concrete
- Physical
- Oral
- Mostly receptive
- Requires comprehensible input
Unit Abstract:
This unit begins the communication process. Students use basic vocabulary and phrases to greet others, respond to greetings, and express simple feelings. They will also say your name, introduce others, and say good-bye. Students will recognize culturally acceptable methods of introduction.

Content Expectations (Michigan Standards and Benchmarks):
Select the Standard(s) that you are working with in this Scenario by highlighting in bold.

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<tbody>
<tr>
<td>• Respond to greeting</td>
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<td>• Say your name</td>
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<td>• Ask someone’s name</td>
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<tr>
<td>• Ask how someone is</td>
<td></td>
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<tr>
<td>• Tell someone how I am</td>
<td></td>
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<tr>
<td>• Introduce others</td>
<td></td>
</tr>
<tr>
<td>• Say goodbye.</td>
<td></td>
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</table>

Sample Performance Assessments
(Three modes of communication: interpersonal, interpretative, and presentational)
1. Interpersonal assessment – Students respond to oral prompts.
2. Interpretive – Students respond to questions to demonstrate oral comprehension of a puppet interaction
3. Presentational – Students introduce themselves to the class.

Instructional Resources:
Viva El Español - System A (which includes: lesson planner cards, Teacher Resource Book, hand puppet, CDs, flashcards, paper and colored pencils etc.)
¡Buenos días a tí! ¿Quién es? Teachers are eligible to select other songs that serve the same purpose.
Song: “Buenos Dias a tí” (Appendix B, page 1)
Name cards (Prepared by teacher)

Links to Culture and the Other C’s (Connections, Comparisons, Communities)
Show evidence of how these Standards are incorporated into the instruction.
Students make utterances from prefabricated chunks in response to questions.

Culture:
a.) Use gestures for greetings.
b.) Get acquainted with meal times in Spanish-speaking countries.
c.) Understand the use of nicknames among Spanish speakers.

Connections:
a.) Use expression of courtesy such as por favor, gracias, and de nada.
b.) Draw and color a picture of yourself and use this picture as a prompt to talk about yourself.

Communities:
Share the songs learned in class with your parents.

Check the Unit: Reflection
Detroit Public Schools
Department of Multilingual-Multicultural Education
Office of Global Languages

Spanish - Elementary Level __1__
Unit # 2: My School Life

Big Picture Graphic

Key Question:
What is in my classroom?

<table>
<thead>
<tr>
<th>Previous Unit:</th>
<th>Theme:</th>
<th>Next Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making Friends</td>
<td>My School Life</td>
<td>When Things Happen</td>
</tr>
</tbody>
</table>

- Identify Classroom Objects
- Name School Supplies
- Use the target language in oral communication to...
- Recognize Colors
- Follow classroom directions
- Count zero to ten

Questions to focus instruction and assessment:

1.) How do I identify classroom objects?
2.) How do I name school supplies?
3.) How do I identify the colors of the objects in my backpack?
4.) How do I show that I understand classroom instructions?
5.) How do I count from zero to ten?

Learning at this level is:
- Engaging, Fun-oriented
- Concrete
- Physical
- Oral
- Mostly receptive
- Requires comprehensible input

Use English to talk about the origin of Arabic and Roman numbers.
Unit Abstract:
In this unit students will be able to name classroom objects, school supplies, color and follow classroom directions. Children begin to acquire basic vocabulary to name a limited number of classroom objects and school supplies. They learn to understand and respond to classroom directions. In addition, children engage in activities that allow them to name and identify objects by color and number.

Content Expectations (Michigan Standards and Benchmarks):
Select the Standard(s) that you are working with in this Scenario by highlighting in bold.

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<td>Identify classroom objects</td>
<td>El pizarrón, la tiza, el marcador, la mesa, el pupitre, el lápiz, el calendario, el escritorio, el maestro, la maestra, el titero, el libro, la bandera, el papel, el reloj, el globo, el mapa, la silla, la regla, el crayón, la computadora. Uno...diez. Rojo, blanco, azul, negro, amarillo, verde, marrón, rosado, gris, morado, anaranjado. Classroom directions are introduced according to the teacher’s needs.</td>
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<tr>
<td>Recognize colors</td>
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<tr>
<td>Count 0-10</td>
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<tr>
<td>Follow classroom directions</td>
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Sample Performance Assessments
Performance based assessment, oral assessment, etc.

(Three modes of communication: interpersonal, interpretative, and presentational)
1. Interpersonal assessment – Students work in pairs to provide and obtain information about the objects in their backpacks.
2. Interpretive – Students will respond to classroom directions (open your book, put down your pencil, etc.).
3. Presentational – Students demonstrate oral comprehension by stating the objects in backpack, counting, and naming colors.

Instructional Resources:
Viva El Español - System A (which includes: lesson planner cards, Teacher Resource Book, hand puppets, CDs, flashcards, etc.)
System A Resources: puppet; cards 1-3; Teacher Resource Book Master 7, 13, 14; Lección 1 Home Connections Master 121
Songs: Veo, Veo and ¡A marchar!
Poster: El Salón de Clases
Storytelling: De Colores
Paper and crayons
Links to Culture and the Other C’s (Connections, Comparisons, Communities)
Show evidence of how these standards are incorporated into the instruction

**Culture:**
a.) Familiarize students with the notion that some words in Spanish express one concept in English, and the other way around. *Ex.* The word *escritorio* denotes a *teacher’s desk* while *pupitre* implies a *student desk*.
b.) Color flags from different Spanish-speaking countries and talk about them.

**Connections:**
a.) Use sequencing of numbers.
b.) Do simple additions.
c.) Use the rainbow or prisms to identify the separation of colors.
d.) Color a rainbow and talk about the colors.

**Communities:**
Share the songs learned in class with your parents.

**Check the Unit: Reflection**

Puerto Vallarta, México
Detroit Public Schools  
Department of Multilingual-Multicultural Education  
Office of Global Languages

Spanish - Elementary Level 1  
Unit # 3: When Things Happen

Big Picture Graphic

Key Question:

How do I talk about when things happen?

<table>
<thead>
<tr>
<th>Previous Unit:</th>
<th>Theme:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>My School Life</td>
<td><strong>When Things Happen</strong></td>
<td>It’s All About Me</td>
</tr>
</tbody>
</table>

- Say what day it is today
- Use the target language in oral communication to...
- Ask and tell the date
- Identify the seasons
- Describe the current weather
- Tell when my birthday is

Use English to talk about the holidays and weather conditions in different parts of the world.

Questions to Focus Assessment and Instruction:

1. What are the days of the week?
2. How do I say the months of the year?
3. What are the four seasons?
4. How do I describe weather?

Learning at this level is:

- Engaging, Fun-oriented
- Concrete
- Physical
- Oral
- Mostly receptive
- Requires comprehensible input
Unit Abstract:
In this unit, children will learn introductory calendar concepts and identify the basic weather conditions. Children will also learn to name the four seasons. They will use English to make comparisons of holidays between their culture and the target culture.

Content Expectations (Michigan Standards and Benchmarks):
Select the Standard(s) that you are working with in this Scenario by highlighting in bold.

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Key Concepts (Functions, Forms (Structures), and Vocabulary)
What needs to be taught for students to be successful in the performance assessment?

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<tr>
<td>• Describe the weather.</td>
<td></td>
</tr>
<tr>
<td>• Say when your birthday is.</td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Assessments
(Three modes of communication: interpersonal, interpretative, and presentational)
1. Label a classroom calendar using pictures and a word bank.
2. Match weather conditions using flashcards.
3. Use visuals to describe weather conditions as a meteorologist does on TV.
4. Sing songs related to the days of the week, months and weather using TPR (such as Cinco de Mayo)

Instructional Resources
Viva El Español - System A (and the corresponding materials which include: lesson planner, hand puppets, CDs, flashcards, etc.)
Cardboard posters and crayons.

Links to Culture and the Other C’s (Connections, Comparisons, Communities)
Show evidence of how these standards are incorporated into the instruction

Culture:
Talk about holidays and weather in Spanish-speaking countries.

Connections:
a.) Use sequencing of numbers.
b.) Do simple additions.
c.) Create posters in cooperative groups about the weather.
d.) Use a large thermometer poster to talk about the relation between colors and weather.

Communities:
Share the songs learned in class with your parents.

Check the Unit: Reflection
Detroit Public Schools  
Department of Multilingual-Multicultural Education  
Office of Global Languages

Spanish-Elementary Level __1__  
Unit # 4: It’s All About Me

Big Picture Graphic

Key Question: 

How Do I Talk About Myself?

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</tr>
</thead>
<tbody>
<tr>
<td>When Things Happen</td>
<td>It’s All About me</td>
<td>My Family Life</td>
</tr>
</tbody>
</table>

1. Describe feelings and states  
2. Use the target language in oral communication to...  
3. Name body parts  
4. Describe physical characteristics  
5. Tell my age  
6. Express likes and dislikes regarding colors, numbers, and school supplies

Use English to talk about the weather in different parts of the world and the holidays of the target culture.

Questions to focus instruction and assessment:

1. How do I express how I feel?
2. Can I describe myself physically?
3. What do I like?
4. How do I identify the parts of my body?
5. How do I tell my age?

Learning at this level is:  
- Engaging, Fun-oriented  
- Concrete  
- Physical  
- Oral  
- Mostly receptive  
- Requires comprehensible input
Unit Abstract:
In this unit children communicate simple feelings and emotions. They describe their physical appearance, using the parts of the body, and express likes and dislikes. They say their age.

Content Expectations (Michigan Standards and Benchmarks):
Select the Standard(s) that you are working with in this Scenario by highlighting in bold.

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Key Concepts (Functions, Forms (Structures), and Vocabulary)
What needs to be taught for students to be successful in the performance assessment?

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| • Name parts of the body | Body parts: La cara, los ojos, la boca, la nariz, las orejas, la cabeza, el pelo, los brazos, las manos, los dedos, las piernas, los pies. ¿Cómo eres tú? Soy _____ ¿Cómo eres tú? Soy _____.
| • Describe physical characteristics | ¿Tienes _____? Tengo _____.
| • Describe how I feel | Soy grande, mediano/a, pequeño/a
| • Express likes and dislikes | ¿Cómo estás? ¿Qué tal?, Estoy bien/mal/asi, asi/ regular/más o menos. Estoy contento/a, triste, enojado/a, enfermo/a, feliz.
| • Say my age | Tengo frío/calor/ hambre/ sed/ miedo/ sueño/ dolor/ prisa/ suerte.
| | Me gusta_____. No me gusta_____.
| | ¿Cuántos años tienes? Tengo_____ años. ¿Cuántos años tiene? Tiene _____ años. |

Sample Performance Assessments
(Three modes of communication: interpersonal, interpretative, and presentational)
1. Interpersonal – Students ask and answer questions about how they feel, how old they are, as well as other questions previously learned for daily life situations.
2. Interpretive – Touch the body parts following the song Cara, Cabeza, Manos, Pies or a similar song.
3. Presentational – Design a monster in cooperative groups. Students throw dice to get the number of body parts the monster will have. They draw the monster on a big cardboard poster, and then they describe the monster to the class.

Instructional Resources
Viva El Español - System A (which includes: lesson planner cards, Teacher Resource Book, hand puppets, CDs, flashcards, etc.)
Construction paper
Markers

Links to Culture and the Other C’s (Connections, Comparisons, Communities)
Show evidence of how these standards are incorporated into the instruction

Connections:
a.) Match the body parts with the five senses.
b.) Help a student who feels a certain state by providing a solution (refer to Lesson 8, system A, page 4).
c.) Draw a monster.

Communities:
Share the songs learned in class with your parents.

Check the Unit: Reflection
Spanish-Elementary Level 1

Unit # 5: My Family Life

Key Question:
How do I identify my family?

Previous Unit: It’s All About Me
Theme: My Family Life
Next Unit: _______________

Questions to focus instruction and assessment:

1. Who are the members of my family?
2. What do my family members look like?
3. How are my family members related (uncle, aunt, cousin, etc.)?
4. How many aunts, cousins, uncles, etc. do I have?
5. What pets do I have?
6. How do I describe my pet(s)?

Learning at this level is:
- Engaging, Fun-oriented
- Concrete
- Physical
- Oral
- Mostly receptive
- Requires comprehensible input

Use English to talk about both the immediate and extended family in Spanish speaking countries.
Unit Abstract:
In this unit, children identify members of their family, pets, and domestic animals. They also describe their family members, and recognize the relationships among family members.

Content Expectations (Michigan Standards and Benchmarks):
Select the Standard(s) that you are working with in this Scenario by highlighting in bold.

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Key Concepts (Functions, Forms (Structures), and Vocabulary)
What needs to be taught for students to be successful in the performance assessment)

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<tr>
<td>• Name family members</td>
<td>La familia. El padre, la madre, el hijo, la hija, el hermano, la hermana, el abuelo, la abuela. El tío, la tía, el primo, la prima. El padrastro, la madrasta. El hermanastro. La hermanastra.</td>
</tr>
<tr>
<td>• Describe family members</td>
<td>Alto/a, bajo/a, viejo/a, joven, fuerte, simpático/a, El perro, el gato, el pájaro, el pez, el conejo, la tortuga</td>
</tr>
<tr>
<td>• Name pets and domestic animals</td>
<td>Alto. Bajo. ¿Quién es? Es_____</td>
</tr>
<tr>
<td>• Describe your pets</td>
<td></td>
</tr>
<tr>
<td>• Recognize relationships among family members</td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Assessments
(Three modes of communication: interpersonal, interpretative, and presentational)
1. Interpersonal
   a.) Children draw and color a family member and talk about him/her in small groups.
   b.) Do TPR with animals
2. Interpretive – Family member bingo
3. Presentational – Create/draw their family tree and present to the class.

Instructional Resources:
Viva El Español - System A (which includes: lesson planner cards, Teacher Resource Book, hand puppets, CDs, flashcards, etc.)
Poster board for family tree
Picture of family members

Links to Culture and the Other C’s (Connections, Comparisons, Communities)
Show evidence of how these standards are incorporated into the instruction

Culture:
Get familiar with the notion that in Spanish-speaking countries, the family unit is broader. For example, grandparents are often an integral part of the family. See lesson planner cards, lesson 10, day 3, page 1; lesson 10, Culture and You, page 1.

Comparisons:
Recognize the difference between Spanish and English when referring to siblings, parents, and grandparents. See lesson planner cards, lesson 10, Day 2, page 2.

Communities: Share the songs learned in class with your parents.

Check the Unit: Reflection
Key Question:

How do I initiate an interaction?

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<td>Making Friends</td>
<td>My School Life</td>
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</table>

- Greet others
- Respond to greetings
- Say your name
- Ask someone’s name
- Ask how someone is
- Use the target language in oral communication to…
- Say goodbye
- Identify others
- Tell someone how I am

Questions to focus instruction and assessment:

1. How do I start a conversation?
2. How do I respond to a greeting?
3. How do I say my name?
4. How do I end an exchange?

Learning at this level is:

- Engaging, Fun-oriented
- Concrete
- Physical
- Oral
- Mostly receptive
- Requires comprehensible input
Unit Abstract:
This unit begins the communication process. Students use basic vocabulary and phrases to greet others, respond to greetings, and express simple feelings. They will also say your name, introduce others, and say good-bye. Students will recognize culturally acceptable methods of introduction.

Content Expectations (Michigan Standards and Benchmarks):
Select the Standard(s) that you are working with in this Scenario by highlighting in bold.

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Key Concepts (Functions, Forms (Structures), and Vocabulary)

What needs to be taught for students to be successful in the performance assessment?

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<tr>
<td>• Greet others</td>
<td>Bonjour, Salut!</td>
</tr>
<tr>
<td>• Respond to greeting</td>
<td>Je m’appelle____________.</td>
</tr>
<tr>
<td>• Say your name</td>
<td>Comment tu t’appelles?</td>
</tr>
<tr>
<td>• Ask someone’s name</td>
<td>(Comment) ça va?</td>
</tr>
<tr>
<td>• Ask how someone is</td>
<td>Oui, ça va. Super ! Comme ci, comme ça. Pas mal.</td>
</tr>
<tr>
<td>• Tell someone how I am</td>
<td>C’est/Voici/Voilà____. Il/Elle s’appelle____.</td>
</tr>
<tr>
<td>• Say goodbye.</td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Assessments
(Three modes of communication: interpersonal, interpretative, and presentational)
1. Interpersonal assessment – Students respond to oral prompts.
2. Interpretive – Students respond to questions to demonstrate oral comprehension of a puppet interaction
3. Presentational – Students introduce themselves to the class.

Instructional Resources:
Teach a simple greeting song. Ex) “Bonjour, mes amis bonjour!”
Song: “Frère Jacques”
Name cards (Prepared by teacher)
Videos: Greetings in France (showing “la bise”) and greetings in West Africa (showing extended greetings)

Links to Culture and the Other C’s (Connections, Comparisons, Communities)

Show evidence of how these Standards are incorporated into the instruction.
Students make utterances from prefabricated chunks in response to questions.

Culture:
a.) “La bise” – kiss on each cheek between friends & family—female-female, female-male. Males shake hands with each other; b.) Use gestures for greetings. (For example, hand gesture for “comme ci, comme ça”; c.) Explain to students that in Francophone West Africa, extended greetings are the norm. When greeted by an adult from a Francophone West African country, the child should expect that the adult will ask them not just about how they are, but how their parents and other family members are as well; d.) Allow students to choose a French name for class. Include common francophone W. African names.

Connections:
a.) Use expression of courtesy (“la politesse”): « merci, de rien, s’il te plaît/s’il vous plaît, je m’excuse »
b.) Draw and color a picture of yourself and use this picture as a prompt to talk about yourself.

Communities:
Share the songs learned in class with your parents.

Check the Unit: Reflection
French - Elementary Level 1
Unit # 2: My School Life

Big Picture Graphic

Key Question:
What is in my classroom?

<table>
<thead>
<tr>
<th>Previous Unit:</th>
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<td>My School Life</td>
<td>When Things Happen</td>
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</table>

- Identify Classroom Objects
- Use the target language in oral communication to...
- Name School Supplies
- Recognize Colors
- Follow classroom directions
- Count zero to ten

Use English to talk about the origin of Arabic and Roman numbers.

Questions to focus instruction and assessment:

1. How do I identify classroom objects?
2. How do I name school supplies?
3. How do I identify the colors of the objects in my backpack?
4. How do I show that I understand classroom instructions?
5. How do I count from zero to ten?

Learning at this level is:
- Engaging, Fun-oriented
- Concrete
- Physical
- Oral
- Mostly receptive
- Requires comprehensible input
Unit Abstract:
In this unit students will be able to name classroom objects, school supplies, color and follow classroom directions. Children begin to acquire basic vocabulary to name a limited number of classroom objects and school supplies. They learn to understand and respond to classroom directions. In addition, children engage in activities that allow them to name and identify objects by color and number.

Content Expectations (Michigan Standards and Benchmarks):
Select the Standard(s) that you are working with in this Scenario by highlighting in bold.

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Key Concepts (Functions, Forms (Structures), and Vocabulary)
What needs to be taught for students to be successful in the performance assessment?

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<tbody>
<tr>
<td>• Identify classroom objects</td>
<td>Un tableau, une carte, un CD/un DVD, une chaise, une table, un bureau, un/une élève, une fenêtre, une fille, un garçon, un ordinateur, une porte, un poster, un/une professeur, la salle de classe, une télévision, des feuilles de papier, un stylo, un crayon, des crayons de couleur, un livre</td>
</tr>
<tr>
<td>• Recognize colors</td>
<td>Rouge, bleu, jaune, vert, marron, vert, orange, rose, gris, blanc, noir</td>
</tr>
<tr>
<td>• Count 0-10</td>
<td>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</td>
</tr>
<tr>
<td>• Follow classroom directions</td>
<td>Classroom directions are introduced according to the teacher’s needs</td>
</tr>
</tbody>
</table>

Sample Performance Assessments
Performance based assessment, oral assessment, etc.
(Three modes of communication: interpersonal, interpretative, and presentational)
1. Interpersonal assessment – Students work in pairs to provide and obtain information about the objects in their backpacks.
2. Interpretive – Students will respond to classroom directions (open your book, put down your pencil, etc.).
3. Presentational – Students demonstrate oral comprehension by stating the objects in backpack, counting, and naming colors.

**Instructional Resources:**
___________________ (Text, visuals, and internet resources to be selected by the teacher)

Songs: ________________________________ (To be selected by the teacher)
Poster: _______________________________ (To be selected by the teacher)
Storytelling: Large wordless picture book____________________ (To be selected by the teacher)
Film (video): *The Red Balloon*, directed by Albert Lamorisse – students identify objects, colors, people, feelings
Paper and crayons

**Links to Culture and the Other C’s (Connections, Comparisons, Communities)**
Show evidence of how these standards are incorporated into the instruction

**Culture:**
  a.) Students learn that French students in France and especially in West African Francophone countries have a high degree of respect for their teachers. In West Africa, students stand when the teacher enters the room.
  b.) Students learn that in Francophone W. Africa, students speak different languages at home and learn to speak French when they start school—just like we do in our class.
  c.) Students learn the names of major Francophone West African countries and languages: Senegal (Wolof), Mali (Bambara), Congo (Lingala)
  d.) Color flags from different Francophone countries and regions, show pictures from the countries and regions, and talk about them.

**Connections:**
  a.) Use sequencing of numbers.
  b.) Do simple additions.
  c.) Use the rainbow or prisms to identify the separation of colors.
  d.) Color a rainbow and talk about the colors.
  e.) Compare the colors of the French flag, American flag (the same!), and the colors of a few selected Francophone African countries.

**Communities:**
Share the songs learned in class with your parents.

**Check the Unit: Reflection**
French - Elementary Level 1
Unit # 3: When Things Happen

Key Question:
How do I talk about when things happen?

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- Say what day it is today
- Use the target language in oral communication to...
- Ask and tell the date
- Describe the current weather
- Identify the seasons
- Tell when my birthday is

Use English to talk about the holidays and weather conditions in different parts of the world.

Questions to Focus Assessment and Instruction:

1. What are the days of the week?
2. How do I say the months of the year?
3. What are the four seasons?
4. How do I describe weather?

Learning at this level is:
- Engaging, Fun-oriented
- Concrete
- Physical
- Oral
- Mostly receptive
- Requires comprehensible input
Unit Abstract:
In this unit, children will learn introductory calendar concepts and identify the basic weather conditions. Children will also learn to name the four seasons. They will use English to make comparisons of holidays between their culture and the target culture.

Content Expectations (Michigan Standards and Benchmarks):
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<tr>
<td>• Name the days of the week.</td>
<td>Seasons. “Quel jour est-ce aujourd’hui? Aujourd’hui c’est...</td>
</tr>
<tr>
<td>• Name the months of the year.</td>
<td>Quelle est la date? C’est le... Aujourd’hui, demain, hier, le matin, l’après-midi, le soir. Le jour, la semaine, la semaine prochaine, le mois. Les saisons – l’hiver, le printemps, l’été, l’automne. Combien de jours?</td>
</tr>
<tr>
<td>• Name the seasons.</td>
<td>Combien de mois? Quelle est la date de ton anniversaire? C’est le_____.</td>
</tr>
<tr>
<td>• Say what day of the week it is.</td>
<td></td>
</tr>
<tr>
<td>• Describe the weather.</td>
<td></td>
</tr>
<tr>
<td>• Say when your birthday is.</td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Assessments
(Three modes of communication: interpersonal, interpretative, and presentational)
1. Label a classroom calendar using pictures and a word bank.
2. Match weather conditions using flashcards.
3. Use visuals to describe weather conditions as a meteorologist does on TV.
4. Sing songs related to the days of the week, months and weather using TPR (such as Cinco de Mayo)

Instructional Resources
• Cardboard posters and crayons. (Students draw & describe pictures related to birthdays, holidays)
• Individual small whiteboards for students to write numbers in response to date said by teacher in French, etc.
• Large calendar that teacher, students can write on. Can be projected from computer onto whiteboard using LCD projector.
Curriculum Planning Template  (Adapted from Oakland Schools)
Course Title: Elementary French, Level 1
Unit Title: When Things Happen

- Storytelling (Big wordless storybook)
- TPR story
- Song: Birthday Song – “Joyeux anniversaire!”

Links to Culture and the Other C’s (Connections, Comparisons, Communities)
Show evidence of how these standards are incorporated into the instruction

**Culture:**
  a) Talk about holidays and weather in Francophone countries. Include holidays celebrated by people of different ethnic backgrounds in France and Francophone countries: Nöel, Pâques, Ramadan, Aïd el-Fitr, la Toussaint, National Holidays.
  b) Teach students a song/songs from a French/Francophone holiday celebration (Ex. *Le Premier jour de Noël mon amour m’a donné...*)

**Connections:**
  a.) Use sequencing of numbers.
  b.) Do simple additions.
  c.) Create posters in cooperative groups about the weather.
  d.) Use a large thermometer poster to talk about the relation between colors and weather.
  e.) Students create a picture book of what they like to do in the four seasons. Students explain their picture book in the target language.

**Communities:**
  a.) Share the songs learned in class with your parents.
  b.) Ask your parents if they know of families in your community who celebrate holidays that you are not familiar with. Ask your parents to write a list of those holidays for you to share with the class.

Check the Unit: Reflection

Arc de Triomphe, Paris, France
Detroit Public Schools  
Department of Multilingual-Multicultural Education  
Office of Global Languages

French - Elementary Level  __1__  
Unit # 4: It’s All About Me

Key Question:

Big Picture Graphic

How Do I Talk About Myself?

<table>
<thead>
<tr>
<th>Previous Unit:</th>
<th>Theme:</th>
<th>Next Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When Things Happen</td>
<td>It’s All About me</td>
<td>My Family Life</td>
</tr>
</tbody>
</table>

- Describe feelings and states
- Name body parts
- Use the target language in oral communication to...
- Tell my age
- Express likes and dislikes

Use English to talk about the weather in different parts of the world and the holidays of the target culture.

Questions to focus instruction and assessment:

1. How do I express how I feel?
2. Can I describe myself physically?
3. What do I like?
4. How do I identify the parts of my body?
5. How do I tell my age?

Learning at this level is:
- Engaging, Fun-oriented
- Concrete
- Physical
- Oral
- Mostly receptive
- Requires comprehensible input
Unit Abstract:
In this unit children communicate simple feelings and emotions. They describe their physical appearance, using the parts of the body, and express likes and dislikes. They say their age.

Content Expectations (Michigan Standards and Benchmarks):
Select the Standard(s) that you are working with in this Scenario by highlighting in bold.

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<td>5.1</td>
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Key Concepts (Functions, Forms (Structures), and Vocabulary)
What needs to be taught for students to be successful in the performance assessment?

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<thead>
<tr>
<th>Functions</th>
<th>Forms/structures/vocabulary (phrases)</th>
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<tbody>
<tr>
<td>• Name parts of the body</td>
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<tr>
<td>• Describe physical characteristics</td>
<td></td>
</tr>
<tr>
<td>• Describe how I feel</td>
<td></td>
</tr>
<tr>
<td>• Express likes and dislikes</td>
<td></td>
</tr>
</tbody>
</table>
| • Say my age           | Body parts: La tête, les cheveux, le visage, les yeux (un œil), le nez, la bouche, les dents, les oreilles, les bras, les mains, les doigts, le ventre, les jambes, les genoux, les pieds, le dos, les hanches. Comment es-tu ?/Comment est-il/elle ? Je suis ______ (grand(e), petit(e), content(e), triste. Il/Elle est_______.
|                      | Tu as ____(froid/chaud/sommeil/faim/soif/mal à la tête, les cheveux bruns, etc.) ?
|                      | J’ai____(froid/chaud/sommeil/faim/soif/mal à la tête, les cheveux bruns, etc.)
|                      | J’aime _____. Je n’aime pas _______.
|                      | Tu as quel âge ? – J’ai _______ ans.
|                      | Il/Elle a quel âge ? – Il/Elle a ______ans. |

Sample Performance Assessments
(Three modes of communication: interpersonal, interpretative, and presentational)
1. Interpersonal – Students ask and answer questions about how they feel, how old they are, as well as other questions previously learned for daily life situations.
2. Interpretive
   a) Touch the body parts following the song *Head, shoulders, knees and toes in French* or a similar song.
   b) Play Simon says (“Simon dit”)
3. Presentational – Design a monster in cooperative groups. Students throw dice to get the number of body parts the monster will have. They draw the monster on a big cardboard poster, and then they describe the monster to the class.

Instructional Resources
Construction paper, Markers, Dolls – students name parts of body, say what is wrong with the doll and deduct how it must feel. Poster – LeBron James with labeled body parts, or similar poster, Song: “J’ai mal à la tête, au cou et au bras, j’ai le nez qui coule, je suis tout raplapla. »

Links to Culture and the Other C’s (Connections, Comparisons, Communities)
Show evidence of how these standards are incorporated into the instruction

Connections:
   a.) Match the body parts with the five senses.
   b.) Help a student who feels a certain state by providing a solution
   c.) Draw a monster.

Communities:
   a.) Share the songs learned in class with your parents.
   b.) Display large pictures of a doctor, a dentist, a hairdresser. Students brainstorm and name in target language what part of the body that professional is concerned with.

Check the Unit: Reflection
French - Elementary Level __1__
Unit # 5: My Family Life

Big Picture Graphic

Key Question:

How do I identify my family?

Previous Unit: It’s All About Me

Theme: My Family Life

Next Unit: ________________

1. Who are the members of my family?
2. What do my family members look like?
3. How are my family members related (uncle, aunt, cousin, etc.)?
4. How many aunts, cousins, uncles, etc. do I have?
5. What pets do I have?
6. How do I describe my pet(s)?

Learning at this level is:
- Engaging, Fun-oriented
- Concrete
- Physical
- Oral
- Mostly receptive
- Requires comprehensible input

Use English to talk about both the immediate and extended family in Spanish speaking countries.
Unit Abstract:
In this unit, children identify members of their family, pets, and domestic animals. They also describe their family members, and recognize the relationships among family members.

Content Expectations (Michigan Standards and Benchmarks):
Select the Standard(s) that you are working with in this Scenario by highlighting in bold.

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<td>5.2</td>
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Key Concepts (Functions, Forms (Structures), and Vocabulary)
What needs to be taught for students to be successful in the performance assessment?

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<tr>
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<tbody>
<tr>
<td>• Name family members</td>
<td>La famille: ma mère, mon père, mon frère, ma sœur, ma tante, mon oncle, mon cousin, ma cousine, mon neveu, ma nièce, mon grand-père, ma grand-mère, un enfant, un bébé ; mon chien, mon chat, mon oiseau, mon poisson Grand(e), petit(e), âgé(e), jeune, fort(e), gentil/gentille, marrant(e), timide, intelligent(e). Qui est-ce ? C’est ______<strong><strong><strong><strong>. Comment est-il/elle ? Il/Elle est</strong></strong></strong></strong>.</td>
</tr>
<tr>
<td>• Describe family members</td>
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</tr>
<tr>
<td>• Name pets and domestic animals</td>
<td></td>
</tr>
<tr>
<td>• Describe your pets</td>
<td></td>
</tr>
<tr>
<td>• Recognize relationships among family members</td>
<td></td>
</tr>
</tbody>
</table>

Sample Performance Assessments
(Three modes of communication: interpersonal, interpretative, and presentational)
1. Interpersonal
   a.) Children draw and color a family member and talk about him/her in small groups.
   b.) Do TPR with animals
2. Interpretive
   a.) Family member bingo
   b.) Present a TPR story about a family situation
3. Presentational
   a.) Create/draw their family tree and present to the class.
   b.) Children create and present a simple TPR story based on teacher’s TPR story
4. Tell story about a family from big wordless storybook

Instructional Resources:
Poster board for family tree
Pictures of family members
Big wordless storybook
Links to Culture and the Other C’s (Connections, Comparisons, Communities)
Show evidence of how these standards are incorporated into the instruction

**Culture:**
- a.) Students will learn that families in France tend to be smaller, and that inside the home privacy is respected—doors are often closed.
- b.) Students will learn that in West African francophone countries, extended families are often the norm. Grandparents, aunts, and uncles often live with the family and have a say in the discipline and rearing of children. Children are often expected share beds, clothes, toys, etc. with their siblings. Younger siblings show respect to older siblings.
- c.) Students will learn terms of endearments used by parents with their children. Ex) mon petit choux, mon poussin, etc.

**Comparisons:**
Watch a video of a family birthday celebration in the United States, France, and Sénégal (or another Francophone African country). Guide students in comparing the birthday celebrations. How are they similar? How are they different?

**Communities:**
- a.) Share the songs learned in class with your parents.
- b.) Interview your parents about their families. Teach them target language terms for talking about their families.
- c.) Use information from your interview with your parents about their families to enhance your family tree.

Check the Unit: Reflection

Albanian flag
Key Question:

**Why is it important to speak Spanish?**

Previous Unit: Understanding the Importance of Spanish Language & Culture

Theme: Understanding the Importance of Spanish Language & Culture

Next Unit: My Friends and I

1. Recognize cognates, non-cognates and false cognates in Spanish
2. Locate Spanish speaking countries on world map
3. Recognize familiar famous Spanish-speaking people in the U.S.A.
4. Use the target language in oral communication to...
5. Spell Spanish names and words
6. Find out the meaning of words in Spanish
7. Ask how to say a word in Spanish
8. Follow classroom commands.
9. Initiate a conversation by greeting, introducing oneself, expressing origin, exchanging phone numbers and say goodbye.
10. Recognize weather expressions
11. Say what day it is.

Use English to talk about classroom procedures and rules. Also, use English to talk about the importance of learning Spanish and crucial study skills to learn Spanish effectively. In addition, use English to talk about the difference between cognates, non-cognates, false cognates, and explain the importance of asking survival questions to increase vocabulary. Use English to explain cultural matters.

**Questions to focus instruction and assessment:**

1. Where is Spanish spoken?

**Learning at this level is:**

- Engaging, Fun-oriented
- Oral and written
2. Who else besides my teacher speaks Spanish?
3. How do I start and end a conversation?
4. How do I spell my name?
5. How do I exchange phone numbers with a friend?
6. How do I talk about the weather?
7. What holidays do Spanish-speaking people celebrate?

Unit Abstract:
In this preliminary unit the students are introduced to the Hispanic world. They recognize the importance of speaking Spanish, the countries where Spanish is spoken, and they learn about celebrations in Spanish-speaking countries. In addition, students are acquainted with the classroom procedures and rules. They learn how to start and end a conversation, say their names, exchange phone numbers, tell what day it is and describe the weather.

Content Expectations (Michigan Standards and Benchmarks):
Select the Standard(s) that you are working with in this Scenario by highlighting in bold.

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<td>4.2</td>
<td></td>
</tr>
<tr>
<td>Communities</td>
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Key Concepts (Functions, Forms (Structures), and Vocabulary)
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<th>Functions</th>
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<tbody>
<tr>
<td>Greet and take leave</td>
<td>Vocabulary related to greetings, introductions and goodbyes.</td>
</tr>
<tr>
<td>Ask the meaning of words in Spanish.</td>
<td>¿Qué significa + (a word in Spanish)?</td>
</tr>
<tr>
<td>Ask how to say words in Spanish.</td>
<td>¿Cómo se dice + (a word in English)?</td>
</tr>
<tr>
<td>Identify cognates, non-cognates and false cognates</td>
<td>Cognates, non-cognates, and false cognates.</td>
</tr>
<tr>
<td>Introduce oneself</td>
<td>Countries where Spanish is spoken.</td>
</tr>
<tr>
<td>Ask someone’s name</td>
<td>¿De dónde eres (tú)? (Yo)soy de + (a country/state/city)</td>
</tr>
<tr>
<td>Ask how someone is</td>
<td>Number from 1-10</td>
</tr>
<tr>
<td>Say where I am from.</td>
<td>Weather expressions</td>
</tr>
<tr>
<td>Exchange phone numbers</td>
<td>Celebrations in Spanish-speaking countries.</td>
</tr>
<tr>
<td>Talk about the weather</td>
<td>Name of famous Spanish-speaking people in the U.S.A.</td>
</tr>
<tr>
<td>Recognize Spanish-speaking people in the U.S.A.</td>
<td>Classroom directions</td>
</tr>
</tbody>
</table>
Sample Performance Assessments
(Three modes of communication: interpersonal, interpretative, and presentational)
1. Interpersonal—Greet and say goodbye to each other daily.
2. Interpretative—Respond to classroom commands.
3. Presentational—In groups, read information about a celebration in your textbook and create a PowerPoint presentation.

Instructional Resources
Avancemos, Level 1 (and all the materials related to this series)
Song ¿De dónde eres tú?

Links to Culture and the Other C’s (Connections, Comparisons, Communities)
Show evidence of how these standards are incorporated into the instruction

Culture:
  a.) Identify Spanish-speaking in the world map.
  b.) Talk about the origin of Arabic and Roman numbers.

Connections:
  a.) Identify cognates, non-cognates and false cognates.
  b.) Recognize the different gestures for greetings in the Spanish-speaking countries.

Communities:
  a.) Share the songs learned in class with the parents.
  b.) Tell parents about celebrations in Spanish-speaking countries.

Reflection
(Upon completing this unit, write down useful comments to you help you improve it for the following year):

Beautiful Spanish church
French - Middle School Level 1
Unit: Preliminary
Title: Understanding the Importance of French Language and Culture

Big Picture Graphic

Key Question:

Why is it important to speak French?

Previous Unit: Understanding the Importance of French Language & Culture

Next Unit: My Friends and I

Recognize cognates, non-cognates and false cognates (“faux amis”) in French
Locate French speaking countries on world map
Recognize familiar famous French speaking (Francophone)

Use the target language in oral communication to:
Follow classroom commands.
Ask how to say a word in French
Find out the meaning of words in French

Recognize weather expressions
Say what day it is.
Initiate a conversation by greeting, introducing oneself, expressing origin, exchanging phone numbers and say goodbye.

Use English to talk about classroom procedures and rules. Also, use English to talk about the importance of learning French and crucial study skills to learn French effectively. In addition, use English to talk about the difference between cognates, non-cognates, false cognates (faux amis), and explain the importance of asking survival questions to increase vocabulary. Use English to explain cultural matters.

Questions to focus instruction and assessment:
1. Where is French spoken?

Learning at this level is:
- Engaging, Fun-oriented
- Oral and written
2. Who else besides my teacher speaks French?
3. How do I start and end a conversation?
4. How do I spell my name?
5. How do I exchange phone numbers with a friend?
6. How do I talk about the weather?
7. What holidays do French-speaking people celebrate?

Unit Abstract:
In this preliminary unit the students are introduced to the Francophone world. They recognize the importance of speaking French, the countries where French is spoken, and they learn about celebrations in French-speaking countries. In addition, students are acquainted with the classroom procedures and rules. They learn how to start and end a conversation, say their names, exchange phone numbers, tell what day it is and describe the weather.

Content Expectations (Michigan Standards and Benchmarks):
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Key Concepts (Functions, Forms (Structures), and Vocabulary)
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<td>Ask the meaning of words in Spanish.</td>
<td>Comment dit-on...en français?</td>
</tr>
<tr>
<td>Ask how to say words in Spanish.</td>
<td>Cognates, non-cognates, and false cognates. Countries where French is spoken.</td>
</tr>
<tr>
<td>Identify cognates, non-cognates and false cognates</td>
<td>-Je m’appelle___. -Comment t’appelles-tu?</td>
</tr>
<tr>
<td>Introduce oneself</td>
<td>-Ça va ? –Oui, ça va.</td>
</tr>
<tr>
<td>Ask someone’s name</td>
<td>D’où viens-tu? – Je viens de___.</td>
</tr>
<tr>
<td>Ask how someone is</td>
<td>(a country/state/city)</td>
</tr>
<tr>
<td>Say where I am from.</td>
<td>Numbers from 1-10</td>
</tr>
<tr>
<td>Exchange phone numbers</td>
<td>-Quel est ton numéro de téléphone ?</td>
</tr>
<tr>
<td>Talk about the weather</td>
<td>-Mon numéro de téléphone, c’est le___.</td>
</tr>
<tr>
<td>Recognize famous Francophone people from around the world</td>
<td>Weather expressions (-Il fait chaud, froid, etc.)</td>
</tr>
<tr>
<td>Follow classroom directions in French</td>
<td>Celebrations in French-speaking countries.</td>
</tr>
<tr>
<td>Names of famous French-speaking people from</td>
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Sample Performance Assessments
(Three modes of communication: interpersonal, interpretative, and presentational)
1. Interpersonal—Greet and say goodbye to each other daily.
2. Interpretative—Respond to classroom commands.
3. Presentational—in groups, research on the Internet about a famous Francophone person (contemporary or historical) and create a PowerPoint presentation. (Examples: Henry Thierry, soccer player; Céline Dion, singer; Madame Curie, scientist; etc.)

Instructional Resources
* ________________ (A variety resources selected and designed by the teacher – TPR stories, games, powerpoints, learning centers, internet websites, videos, songs, authentic illustrated and print media, other realia)
* The district has not yet adopted a textbook for middle school French.

Links to Culture and the Other C’s (Connections, Comparisons, Communities)
Show evidence of how these standards are incorporated into the instruction

Culture:
a.) Identify Francophone countries and regions on the world map.
b.) Talk the historical relationship between France and the United States (founding of Detroit, Quebec, Louisiana, historical French influences on the United States).
c.) Sing the French children’s song Bonjour, tout va bien

« Bonjour tout va bien
J’ai mes dix doigts, mes deux mains
Deux yeux encore fatigués
Comme tous les matins »
d.) Show video of Francophone (W. Africa) and French children sing greeting songs
http://www.youtube.com/watch?v=KFhY0rYIgug&feature=related
http://www.youtube.com/watch?v=OLlRTsB8unc&NR=1

Connections:
a.) Identify cognates, non-cognates and false cognates (faux amis).
b.) Recognize the different gestures for greetings in the Francophone countries.
c.) Identify professions where being able to speak French would be helpful.

Communities:
a.) Share the songs learned in class with the parents.
b.) Ask your parents to identify some Detroit street names that have French origin. Tell parents the meaning of the name Detroit.

Reflection
(Upon completing this unit, write down useful comments to you help you improve it for the following year):
Examples on How to Distribute the Learning Scenarios Throughout the Year

**Course**: Spanish – Elementary- Level 1- 4080.GKG4  
**Textbook**: ¡Viva el Español! - System A  
**Scope and Sequence**: Lessons 1-11

<table>
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<th>Nov</th>
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**Course**: Spanish –Middle School- Level 2 - 4080.G6G7  
**Textbook**: ¿Cómo te Va? A  
**Scope and Sequence**: Preliminary Unit + Units 1-4

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### Course: Spanish - Middle School - Level 3-4080.G7G8
#### Textbook: ¿Cómo te va? A and B
#### Scope and Sequence: Preliminary Unit + Units 5-6 (A) and Units 2-3 (B)

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### Course: Spanish - Middle School - Level 4- 4080.G8
#### Textbook: ¿Cómo te va? B
#### Scope and Sequence: Preliminary unit + Review + Units 4-6 + Projects and Review

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<td>Unit 1: Weather and activities</td>
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<td>Unit 4: Project-based Unit + Review for Language Proficiency Test</td>
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### Course: Spanish – High School – Level I - 4080
#### Textbook: ¡Avancemos! Level 1
#### Scope and Sequence: Preliminary Unit + Review + Units 1– 5 (level1)

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**Course:** Spanish - High School Level II - 4082  
**Textbook:** Avancemos! Level 1-2  
**Scope and Sequence:** Preliminary Unit + Review + Units 6-8 (level 1) + Units 1-2 (level 2)

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<td>Unit 8: Una rutina diferente (Level 1)</td>
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**Course:** Spanish - High School Level III - 4084  
**Textbook:** ¡Avancemos! Level 2  
**Scope and Sequence:** Preliminary Unit + Review + Units 3 – 7 (level 2)

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<td>Unit 5: ¡A comer!</td>
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<td>Unit 6: ¿Te gusta el cine?</td>
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**Course:** Spanish – High School – Level IV - 4086  
**Textbook:** ¡Avancemos! Level 2-3  
**Scope and Sequence:** Preliminary Unit (Level 3) + Review + Unit 8 (Level 2), Units 1-4 (Level 3)

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**Course:** Spanish – High School – Level V - 4087  
**Textbook:** ¡Avancemos! Level 3  
**Scope and Sequence:** Preliminary Unit + Review, Units 5-8 (Level 3)

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## Course: French- Elementary - Level 1 - 4031.GKG4
### Textbook: N/A
### Scope and Sequence: Units 1-5

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## Course: French- Middle School- Level 2 – 4031.G6G7
### Textbook: N/A
### Scope and Sequence: Preliminary unit + Review + Units 1-4

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## Course: French – Middle School - Level 3 – 4031.G7G8
### Textbook: N/A
### Scope and Sequence: Preliminary unit + Review + Units 1-4

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**Course:** French – Middle School - Level 4 – 4031.G8  
**Textbook:** N/A  
**Scope and Sequence:** Preliminary Unit + Review + Units 1-4

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**Course:** French - High School – Level I - 4040  
**Textbook:** Bien dit! Level 1  
**Scope and Sequence:** Preliminary Chapter ( teacher) + Review + Chapter 1-5

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**Course:** French – High School - Level II - 4042  
**Textbook:** Bien dit! Level 1  
**Scope and Sequence:** Preliminary Chapter (teacher)+ Review + Chapters 6-10

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### Course: French – High School - Level III - 4044
**Textbook:** Bien dit! Level 2  
**Scope and Sequence:** Preliminary Chapter + Review + Chapters 1–5

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### Course: French - High School - Level IV - 4046
**Textbook:** Bien dit! Level 2  
**Scope and Sequence:** Preliminary Chapter + Review + Chapter 6-10

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### Course: French – High School - Level V - 4048
**Textbook:** Bien dit! Level 3  
**Scope and Sequence:** Preliminary Chapter + Review + Chapters 1–5

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**Course:** German - High School Level I - 4050  
**Textbook:** Auf Deutsch! Level 1  
**Scope and Sequence:** Preliminary Chapter + Review + Chapters 1-5

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**Course:** German - High School Level II – 4052  
**Textbook:** Auf Deutsch! Level 1  
**Scope and Sequence:** Preliminary Chapter + Review + Chapters 6–10

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**Course:** German – High School – Level III - 4054  
**Textbook:** Auf Deutsch! Level 1-2  
**Scope and Sequence:** Preliminary Chapter + Review + Chapters 11-15

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**Course:** German - High School Level IV - 4056  
**Textbook:** Auf Deutsch! Level 2  
**Scope and Sequence:** Preliminary Chapter + Review + Chapters 16-20

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**Course:** German - High School Level V – 4056 AP  
**Textbook:** Auf Deutsch! Level 2  
**Scope and Sequence:** Preliminary Chapter + Review + Chapters 21-24

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## GLOSSARY

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<tr>
<td>articulation</td>
<td>The smooth transition from one level of proficiency to the next along the continuum of language learning.</td>
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<td>authentic assessment</td>
<td>Assessment tasks that evoke demonstration of knowledge and skills in ways that can be applied in the &quot;real world&quot;.</td>
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<tr>
<td>authentic documents</td>
<td>Artifacts from the target culture, which can include text, video, and images in the target language.</td>
</tr>
<tr>
<td>cognate</td>
<td>Words that are recognizable in one language from another.</td>
</tr>
<tr>
<td>communicative competence</td>
<td>The combination of grammatical, discourse, strategic, and sociolinguistic competence that allows the recognition and production of fluent and appropriate language in all communicative settings.</td>
</tr>
<tr>
<td>Comprehensible input</td>
<td>Exposure to language constructs and vocabulary that are slightly beyond the current level of the student, and made comprehensible by creating a context that supports its meaning. It is based on an explanation of language learning proposed by Stephen Krashen.</td>
</tr>
<tr>
<td>content standards</td>
<td>Definitions of what students are expected to know and be capable of doing for a given content area; the knowledge and skills that need to be taught in order for students to reach competency.</td>
</tr>
<tr>
<td>continuum</td>
<td>The ongoing process of developing proficiency in the target language.</td>
</tr>
<tr>
<td>cross-cultural competence</td>
<td>The ability to understand and follow the cultural rules and norms of more than one system. The ability to respond to the demands of a given situation in a culturally acceptable way.</td>
</tr>
<tr>
<td>culturally authentic materials</td>
<td>Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language.</td>
</tr>
<tr>
<td>false cognates</td>
<td>Words in different languages that sound alike and have similar form but unrelated meanings.</td>
</tr>
<tr>
<td>formative assessment</td>
<td>Ongoing evaluation of a student’s progress during a learning activity.</td>
</tr>
<tr>
<td>heritage language</td>
<td>In the United States World Languages originally used by the culture to which one or one’s family belongs.</td>
</tr>
<tr>
<td>holistic rating/scoring</td>
<td>Assigning a single score based on an overall assessment of performance. The approach generally puts the emphasis on what is done well and not on deficiencies.</td>
</tr>
<tr>
<td>integrated curriculum</td>
<td>Student achievement is the primary focus, organizing the curriculum so that various subjects are interwoven.</td>
</tr>
<tr>
<td>interdisciplinary</td>
<td>A curricular approach that applies knowledge from more than one discipline to examine a problem or topic.</td>
</tr>
<tr>
<td>interdisciplinary connections</td>
<td>Present content, skills, and thinking processes, and assessments through exploring connections among the disciplines.</td>
</tr>
<tr>
<td>language</td>
<td>To effectively communicate or understand thoughts or ideas through the language’s grammatical system and its vocabulary, using its sounds or written symbols.</td>
</tr>
<tr>
<td><strong>proficiency</strong></td>
<td>Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language.</td>
</tr>
<tr>
<td><strong>learning styles</strong></td>
<td>Individual student cognitive, affective, and physiological behaviors that serve to indicate how the student learns. Different approaches or ways of learning.</td>
</tr>
<tr>
<td><strong>multiple entry points</strong></td>
<td>The grade levels at which students are given the opportunity to begin the study of a world language or add the study of another world language.</td>
</tr>
<tr>
<td><strong>multiple intelligences</strong></td>
<td>Howard Gardner's theory that individuals can learn in multiple ways and may demonstrate a strength in one or more learning modalities.</td>
</tr>
<tr>
<td><strong>natural approach</strong></td>
<td>A methodology developed by linguist Stephen Krashen for fostering second language acquisition which focuses on teaching communicative skills, both oral and written. This approach assumes that speech emerges in four stages: (1) preproduction (listening and gestures), (2) early production (short phrases), (3) speech emergence (long phrases and sentences) and (4) intermediate fluency (conversation).</td>
</tr>
<tr>
<td><strong>native language</strong></td>
<td>The language a person acquires first in life, or identifies with as a member of an ethnic group.</td>
</tr>
<tr>
<td><strong>portfolio</strong></td>
<td>A purposeful, varied collection of artifacts pertaining to student learning over time; contains documentation of a range of student knowledge and skills with appropriate self-selection and self-evaluation.</td>
</tr>
<tr>
<td><strong>proficiency</strong></td>
<td>Degree of communicative ability in all forms of language and cultural interaction.</td>
</tr>
<tr>
<td><strong>rubric</strong></td>
<td>A scoring guide consisting of a set of general criteria used to evaluate a student's performance in a given outcome area. Rubrics consist of a fixed measurement scale, a list of criteria that describe the characteristics of products or performances for each score point, and sample responses that illustrate the various score points on the scale.</td>
</tr>
<tr>
<td><strong>scaffolding</strong></td>
<td>Providing contextual supports for meaning during instruction or assessment, such as visual displays, classified lists, or tables or graphs.</td>
</tr>
<tr>
<td><strong>standard-based assessment</strong></td>
<td>Assessment involving the planning, gathering, analyzing, and reporting of a student’s performance according to the ESL and / or district content standards.</td>
</tr>
<tr>
<td><strong>summative assessment</strong></td>
<td>Evaluation of the end product of a student’s learning activity.</td>
</tr>
<tr>
<td><strong>target culture</strong></td>
<td>The culture (history, literature, arts, foods, politics, media, and social viewpoints) of the people who speak the language.</td>
</tr>
<tr>
<td><strong>target language</strong></td>
<td>The language being learned.</td>
</tr>
<tr>
<td><strong>task-based approach</strong></td>
<td>An approach to language teaching that puts tasks at the center of the learning process. A task is an activity with a specific goal involving communicative language use, having a direct connection with the real world.</td>
</tr>
<tr>
<td><strong>TPR</strong></td>
<td>(Total Physical Response): A method of world language instruction in which students learn a world language by listening and physically responding (gestures and movements) to oral commands in the target language.</td>
</tr>
<tr>
<td><strong>webbing</strong></td>
<td>A strategy for developing and organizing ideas. The major topic is usually centered, with lines drawn to details, subtopics, etc.</td>
</tr>
</tbody>
</table>
## Professional Global Language Organizations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Name</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWLA</td>
<td>Michigan World Language Association</td>
<td><a href="http://www.miwla.org/new/">http://www.miwla.org/new/</a></td>
</tr>
<tr>
<td>ACTFL</td>
<td>American Council On The Teaching of Foreign Languages</td>
<td><a href="http://www.actfl.org">http://www.actfl.org</a></td>
</tr>
<tr>
<td>CSCTFL</td>
<td>Central States Conference on the Teaching of Foreign Languages</td>
<td><a href="http://www.csctfl.org/">http://www.csctfl.org/</a></td>
</tr>
<tr>
<td>AATSP</td>
<td>The American Association of Teachers Of Spanish And Portuguese</td>
<td><a href="http://www.aatsp.org/">http://www.aatsp.org/</a></td>
</tr>
<tr>
<td>AATF</td>
<td>American Association of Teachers of French</td>
<td><a href="http://www.frenchteachers.org/">http://www.frenchteachers.org/</a></td>
</tr>
<tr>
<td>AATG</td>
<td>American Association of Teachers of German</td>
<td><a href="http://www.aatg.org/">http://www.aatg.org/</a></td>
</tr>
<tr>
<td>ATJ</td>
<td>Association of Teachers of Japanese</td>
<td><a href="http://www.aatj.org/atj/">http://www.aatj.org/atj/</a></td>
</tr>
<tr>
<td>CLTA</td>
<td>Chinese Language Teachers Association</td>
<td><a href="http://clta-us.org/">http://clta-us.org/</a></td>
</tr>
<tr>
<td>CLAM</td>
<td>Chinese Language Association of Michigan</td>
<td><a href="http://clam.wayne.edu/">http://clam.wayne.edu/</a></td>
</tr>
<tr>
<td>AATA</td>
<td>American Association of Teachers of Arabic</td>
<td><a href="http://www.aataweb.org/">http://www.aataweb.org/</a></td>
</tr>
<tr>
<td>ACL</td>
<td>The American Classical League</td>
<td><a href="http://www.aclclassics.org/">http://www.aclclassics.org/</a></td>
</tr>
<tr>
<td>NCJLT</td>
<td>The National Council of Japanese Language Teachers</td>
<td><a href="http://www.ncjlt.net/">http://www.ncjlt.net/</a></td>
</tr>
<tr>
<td>JNCL-NCLIS</td>
<td>Joint National Council for Languages and the National Council for Languages and International Studies</td>
<td><a href="http://www.languagepolicy.org/">http://www.languagepolicy.org/</a></td>
</tr>
<tr>
<td>Wayne RESA</td>
<td>Wayne RESA - World Languages</td>
<td><a href="http://www.resa.net/curriculum/curriculum/worldlanguages/languageresource/">http://www.resa.net/curriculum/curriculum/worldlanguages/languageresource/</a></td>
</tr>
<tr>
<td>SEDL</td>
<td>Southwest Educational Development Laboratory</td>
<td><a href="http://www.sedl.org/expertise/historical/loted.html">http://www.sedl.org/expertise/historical/loted.html</a></td>
</tr>
<tr>
<td>NJDOE</td>
<td>State of New Jersey Department of Education</td>
<td><a href="http://www.state.nj.us/education/frameworks/worldlanguages/">http://www.state.nj.us/education/frameworks/worldlanguages/</a></td>
</tr>
<tr>
<td>DPI</td>
<td>Wisconsin Department of Public Instruction</td>
<td><a href="http://www.dpi.state.wi.us/cal/wlstanlearn.html">http://www.dpi.state.wi.us/cal/wlstanlearn.html</a></td>
</tr>
</tbody>
</table>
Frequently Asked Questions

1. Q: My son studied Spanish for many years in Elementary school. What should I expect him to know in Spanish?
   A: There is a correlation between the numbers of hours/years of World Language Instruction and the expected language proficiency outcome depending on the age and stage of language development. Learners at different ages and stages of development progress at different rates and require different amounts of learning time to achieve equivalent proficiency. Research indicates that students benefit from continuous and extended sequences of language study in the same world language. Students’ proficiency by Grade 12 is directly related to the amount of sustained instruction that they have had in the language.

   Based on proficiency levels established by ACTFL, students who have daily and sustained opportunities to learn and use a world language in Grades K-4 can reach the level of Novice Mid. Similarly, students who have daily, sustained and continuous opportunities to learn and use a world language in Grades K-12 may reach the level of Intermediate Mid to Intermediate High. Students who study the same world language beginning in Kindergarten and continue with that language in an uninterrupted sequence of study throughout their college years, will have the strongest proficiency of their target language.

   As a parent, it is very important to check the goals your child has copied from the board every day. This will give you a clear idea what your child is learning in each class and what level of language proficiency your child might be at. Also, you should ask your child to how to express the language learned in class in Spanish.

2. Q: As a parent, how can I help my child be successful in acquiring the target language?
   A: Parental support and involvement are crucial to student academic success. As a parent your support can help your child develop a positive attitude towards learning other languages, such as:

   1) Talk to your child on a daily basis about what they are doing in their world language classroom. Encourage your child to share songs, projects, portfolios and other learning activities with you.

   2) Establish communication with your child’s teacher. Log onto the school and classroom websites to stay abreast of classroom and school activities and events. Attend parent-teacher conferences. Ask your teacher what your child’s needs are and how you can best address them.

   3) Help your child take ownership and responsibility for her academic success. This becomes increasingly important as your child enters high school.

   4) Seek out ways to expose your child to the target language in venues outside the classroom, including travel opportunities.

   5) Take advantage of community resources to expose your child to a variety of enrichment activities, such as programs at public libraries, museums, ethnic celebrations, and the wealth of Internet resources.
3. **Q:** My child is a current 8th grader in 2011-2012. He will be graduating in 2016. In our home we speak a language other than English. Can my child be placed in higher level classes directly without taking the district’s language proficiency test?
   **A:** According to State Mandates, all students, beginning with the graduating class of 2016, are required to complete two credits of a World Language other than English prior to graduation, or demonstrate a two-year equivalent proficiency at the ACTFL at the Novice High level. Thus, your child will be required to take the district's World Language Proficiency Exam in order to be placed into a higher level class when entering high school in 2012.

4. **Q:** When does the district give the World Language Proficiency Test?
   **A:** The district will offer the World Language Proficiency Test each year from January through the end of March, starting in January 2012. The specific dates, times, and locations will be posted on the district’s website.

5. **Q:** Can the Language Proficiency Test be given by the classroom teacher?
   **A:** No. The World Language Proficiency Test will only be given by the Department of Multilingual-Multicultural Education, Office of Global Languages, at a central location.

6. **Q:** Can teachers create their own language exams to test out students and place them in higher level classes?
   **A:** No. The World Language Proficiency Exam is designed and administered by the Office of Global Languages.

7. **Q:** Will students receive credits on their transcripts for testing out of a target language?
   **A:** Yes. Students who meet the requirements in the World Language Proficiency Test will receive the appropriate credits on their transcripts.

8. **Q:** How will heritage language learners be accommodated within the framework of the new Global Language Curriculum?
   **A:** Heritage language learners will be given the opportunity to take the district's World Language Proficiency Test to be placed in the right class according to their language proficiency.

9. **Q:** How will special needs learners be accommodated within the framework of the new Global Language Curriculum?
   **A:** Special needs learners will also be required to take the district’s world language proficiency exam, but will be provided with appropriate testing accommodations according to their IEP.

10. **Q:** Does a child with an existing IEP have to meet the language requirement for the state of Michigan?
A: All educational plans are individualized and allow for accommodations according to the State of Michigan guidelines.

11. Q: What are the optimal hours of instruction for elementary and middle school students should have per week to achieve the expected level of World Language Proficiency for graduation requirement?
   • In Grades K-5, World Language students should receive a minimum of **four 30-minute sessions per week** for a total of **76 hours of instruction per year**.
   • In Grades 6-8 students should receive a minimum of **five 40-minute sessions per week** for total of **126 hours of instruction per year**.

12. Q: Must my child study the same language for two years in order to meet the state requirement?
   A: Yes. A student must complete a minimum of two years of the same language to earn two language credits to meet the state graduation requirement.

13. Q: What are some strategies that Global Language teachers can use to help raise our students’ awareness of their individual learning processes?
   A: Teachers should address the importance of using direct as well as indirect strategies, such as graphic organizers, rhymes, visuals, scanning a text, among others, to develop metacognitive awareness. Teachers should show students how to arrange, plan, and evaluate their own learning. They should use ice-breakers to lower learner anxiety and encourage peer-empathy. Teachers should insist on the importance of taking accurate notes of the work done in class., particularly at middle and high school levels They should copy the date, the objectives and the teacher’s notes on the board each day.

14. Q: What is the difference between academic standards and curriculum?
   A: Standards are statements about what students should know and be able to do, what they might be asked to do to give evidence of learning and how well they should be expected to know or do it. Curriculum is the program devised by local school districts used to prepare students to meet standards.
REFERENCES


Essential Attributes and Characteristics of Successful Schools. (2010). Westerville: Association for Middle Level Education.


**Website References**


The ACTFL Proficiency Guidelines – Speaking (Revised 1999), Retrieved from http://www.actfl.org


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### Possible Scheduling Models

#### First Credit

<table>
<thead>
<tr>
<th>MODEL &amp; GRADES</th>
<th>SESSIONS PER WEEK &amp; LENGTH OF SESSIONS</th>
<th>TOTAL HOURS OF INSTRUCTION PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODEL 1 Grades K-5</td>
<td>Minimum FOUR times per week at 30 minutes per session</td>
<td>76 hours of instruction per year</td>
</tr>
<tr>
<td>MODEL 2 Grades 6-7</td>
<td>Minimum FIVE 40-minute class sessions per week or equivalent</td>
<td>126 hours of instruction per year</td>
</tr>
<tr>
<td>MODEL 3 Grade 8</td>
<td>Minimum FIVE 50-minute class sessions per week or equivalent</td>
<td>158 hours of instruction per year</td>
</tr>
<tr>
<td>MODEL 4 Grades 9, 10 or 11</td>
<td>Minimum FIVE 50-minute class sessions per week or equivalent</td>
<td>158 hours of instruction per year</td>
</tr>
<tr>
<td>MODEL 5 Grades 6-8 (extended time to complete one credit)</td>
<td>Minimum FIVE 40-minute class sessions per week or equivalent</td>
<td>126 hours of instruction per year</td>
</tr>
<tr>
<td>MODEL 6 Grade 9-10 (extended time to complete one credit)</td>
<td>Minimum FIVE 50-minute class sessions per week or equivalent</td>
<td>158 hours of instruction per year</td>
</tr>
</tbody>
</table>

### Possible Scheduling Models

#### Second Credit

<table>
<thead>
<tr>
<th>MODEL &amp; GRADES</th>
<th>SESSIONS PER WEEK &amp; LENGTH OF SESSIONS</th>
<th>TOTAL HOURS OF INSTRUCTION PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODEL 1 Grades 6-7 (probable continuation of Grades K-5 program)</td>
<td>Minimum FIVE 40-minute class sessions per week or equivalent</td>
<td>126 hours of instruction per year</td>
</tr>
<tr>
<td>MODEL 2 Grade 8 (probable continuation of Grade 6-7 program)</td>
<td>Minimum FIVE 50-minute class sessions per week or equivalent</td>
<td>158 hours of instruction per year</td>
</tr>
<tr>
<td>MODEL 3 Grades 9, 10, 11 or 12 (probable continuation of Credit 1 from Grade 6, 7, 8 or 9 program)</td>
<td>Minimum FIVE 50-minute class sessions per week or equivalent</td>
<td>158 hours of instruction per year</td>
</tr>
<tr>
<td>MODEL 4 Grades 11-12 (extended time to complete second credit; probable continuation of Grades 9-10 program)</td>
<td>Minimum FIVE 50-minute class sessions per week or equivalent</td>
<td>158 hours of instruction per year</td>
</tr>
</tbody>
</table>
DETROIT PUBLIC SCHOOLS

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Karen R. Ridgeway
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Web Address:
www.detroitk12.org/admin/academic_affairs/ells-gl/faq.php

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