



# Crosby High School World Language Department



## ***Level 1: After the successful completion of a full year of language learning the student should:***

<b>1. Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</b>	<b>2. Communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</b>	<b>3. Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</b>
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## ***Level 2: After the successful completion of the second year of language learning the students should:***

<b>1. Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.</b>	<b>2. Participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</b>	<b>3. Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.</b>
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## ***Level 3: After the successful completion of the third year of language learning the student should:***

<b>1. Understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken, written, or signed.</b>	<b>2. Maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using series of connected sentences and probing questions.</b>	<b>3. Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.</b>
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### ***Important Links***

**American Council of Teaching Foreign Languages Proficiency Guidelines:**

**[https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)**

**Can Do Performance Rubric: [https://www.actfl.org/sites/default/files/pdfs/Can-Do\\_Statements\\_2015.pdf](https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf)**

**World Languages and 21st Century Skill's Map:**

**[https://www.actfl.org/sites/.../files/.../21stCenturySkillsMap/p21\\_worldlanguagesmap.p...](https://www.actfl.org/sites/.../files/.../21stCenturySkillsMap/p21_worldlanguagesmap.p...)**

**National standards for Foreign Language Teaching: <https://coerll.utexas.edu/methods/pdf/lt/language-teacher-national-standards.pdf>**



Functions	Vocabulary	Resources
<p><b>1. <u>Introducing yourself using set expressions:</u></b>  My name is __.  My birthday is __.  I am from __/I live in __. (teacher choice)  Expressing likes and dislikes (1<sup>st</sup> person):  I like/don't like to __.  I like to __.</p>	<p><b>1. <u>Introductions/Goals</u></b>  Alphabet-Greetings-Numbers to 30-Calendar-School subjects-Country names  Suggested topics for likes/dislikes: school subjects, sports, leisure activities from Level One (teacher choice)  Infinitive verbs: to go to, to shop, to swim, to read, to listen to music, to dance, to sleep, to talk with friends (teacher option to add more).  Sports: basketball, baseball, soccer, volleyball, tennis, cards (teacher option to add more)  Adjectives: (because) fun, funny, interesting, exciting, boring, (teacher option to add more)  Places: park, gym, library, movie theater, mall, café, store, pool (teacher option to add more)  Expressions of frequency: always, sometimes, never, often, every day (teacher option to add <i>once a week, twice a week, etc.</i>)  Questions: What do you like to do? Do you like to __? When? What are you going to do? What do you want to do? Why? Because __</p>	<p><b>1. <u>Vocabulary Resources</u></b>  <a href="http://www.classzone.com/cz/index.htm">http://www.classzone.com/cz/index.htm</a>  Listen to Spanish stories &amp; many of the unit vocabulary  <a href="http://www.codyscuentos.com/">http://www.codyscuentos.com/</a>  Self-Introduction Vocabulary Quiz Online  <a href="http://www.proprofs.com/quiz-school/story.php?title=mastery-quiz-4-spanish-one-self-introduction-conversation">http://www.proprofs.com/quiz-school/story.php?title=mastery-quiz-4-spanish-one-self-introduction-conversation</a>  Listening to a self-introduction (High level)  <a href="http://www.youtube.com/watch?v=sS-5T7EFX3s">http://www.youtube.com/watch?v=sS-5T7EFX3s</a>  Cute and goofy alphabet song with some greetings  <a href="http://www.youtube.com/watch?v=CK8HBnUcbuQ&amp;feature=related">http://www.youtube.com/watch?v=CK8HBnUcbuQ&amp;feature=related</a>  <a href="http://www.lessonplanspage.com/LASSEPEMDBalerosInTheClassroomK12">http://www.lessonplanspage.com/LASSEPEMDBalerosInTheClassroomK12</a>  Glossary of football terms in TL  <a href="http://spanish.about.com/od/wordlists/a/football.htm">http://spanish.about.com/od/wordlists/a/football.htm</a>  "Things to do" BBC unit in French  Interdisciplinary Connections - Students can download free home design software here:  <a href="http://www.homestylar.com/">http://www.homestylar.com/</a>  Spanish house description vocabulary game online  <a href="http://www.purposegames.com/game/house-spanish-vocabulary-quiz">http://www.purposegames.com/game/house-spanish-vocabulary-quiz</a>  Spanish Fiestas  <a href="http://www.gospain.org/fiestas/">http://www.gospain.org/fiestas/</a>  More information at <a href="http://www.quizlet.com">quizlet.com</a>  <a href="http://www.fluentu.com">www.fluentu.com</a></p>
<p><b>2. <u>Exchanging information about their goals for this year:</u></b>  Questions: What are you going to do?  What do you want to do?  I am going to __ inf__. He/she is going to inf__.  I want to __inf__. He/she wants to __inf__.  Expressing likes/dislikes  Explaining reason for likes and dislikes using adjectives: Review of the verb "to be" (ex. I like to shop because it is exciting. I like music because it is fun.)</p>	<p><b><u>Dates, Time expressions</u></b>  Family members (review)  Question words: when, where, who  Rooms in the home: kitchen, living room, etc.  Furniture: sofa, table, chair, bookcase (teacher choice)  Chores (infinitive verbs): to decorate, vacuum, dust, cook, clean, cook, make, prepare, move, put, wash (dishes, clothes, etc.), take out the garbage, cut the grass, (teacher choice to extend)  Objects: dishes, floor, window, (teacher choice to extend).  Foods: typical cultural dishes (teacher choice) to be prepared for a celebration.  Review: Infinitive verbs, Sports, Adjectives, Places, Expressions of Frequency (As listed above)</p>	<p><b>2. <u>Grammar Resources</u></b>  <a href="http://www.classzone.com/cz/index.htm">http://www.classzone.com/cz/index.htm</a>  <a href="http://www.ielanguages.com">www.ielanguages.com</a>  <a href="http://www.italianPod101.com">www.italianPod101.com</a>  Restaurant Review Sites:  <b>Spanish</b> <a href="http://www.viamichelin.es/web/Restaurantes">http://www.viamichelin.es/web/Restaurantes</a>  <b>French</b> <a href="http://www.viamichelin.fr/web/Restaurantes">http://www.viamichelin.fr/web/Restaurantes</a></p>
<p><b>3. <u>Expressing times and dates.</u></b>  When? At what time?  It will be at __. It will be on __.  Describing what you or others are going to do: __am/is going to __inf__. (all conjugations)  Who is going to __? (use of direct object pronoun in answer)  Describing what you or others have to do: __ have to __inf__. (all conjugations). Do you have to __? What do you have to do? (use of direct object pronoun in answer)  Talking about what you or others can do: __ can __inf__. (all conjugations) Can you __? (use of direct object pronoun in answer)  Set expression: Can I help you?  Review: Do you want to __?</p>		