

# West Linn–Wilsonville School District

## World Languages – Course Statement

### **Course Title: French I, Japanese I, Spanish I, Chinese (Mandarin) I**

**Length of Course:** Year  
**Number of Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** None  
**Work Samples**  
**Offered in Course:** Speaking (unrehearsed)

**Date of Description/Revision:** February 2009

#### **Course Overview**

This course is an introduction to the learning of a world language. The Level I student is involved in a variety of activities which work toward the building of basic speaking, listening, reading, and writing communication skills. The student will also become aware of cultural diversity and cultural differences. The course may include oral drills, role-playing, conversational activities, listening and reading comprehension activities, writing tasks, and activities including guest speakers and films to enhance cultural understanding.

Note: In **Japanese I**, the Japanese writing systems are introduced from the beginning. In **Chinese (Mandarin) I**, the Chinese Pinyin system (pronunciation) is introduced from the beginning.

#### **Essential Questions**

#### **Concepts providing focus for student learning**

- What further understanding of one's mother language does one gain by studying another world language?
- What understanding do we gain of the culture of a people by studying their language?
- How does the study of another world language increase one's acceptance of and openness to diversity?
- What is effective communication? What skills are necessary to communicate successfully in another language?
- What does it mean to be proficient in a world language other than English?
- What syntax and grammatical patterns and vocabulary patterns in another world language are similar to and different from English?

#### **Proficiency Statements**

Students will demonstrate Novice-Low \*\* skills moving towards Novice-Mid \*\* skills.

##### **Oral Proficiency**

Upon completion of course, students will be able to:

- Produce some high frequency basic phrases in the world language (Novice-Low \*\*).
- Acquire vocabulary sufficient for handling fundamental needs, for expressing simple information about self, and exchanging basic courtesies.
- Speak with many two or three-word phrases.

# West Linn–Wilsonville School District

## World Languages – Course Statement

- Express simple likes and dislikes with some degree of accuracy, and begin to talk about familiar past events (Novice-Mid \*\*).

Note: The **Chinese (Mandarin) I** student will be able to speak with accurate pronunciation and tones via the Pinyin system.

### Listening Proficiency

Upon completion of course, students will demonstrate understanding of:

- Messages from authentic and other sources, and show comprehension of simple cognates, borrowed words, and high-frequency social conventions (Novice-Low \*\*).
- Short learned speech, particularly where context or gestures strongly support understanding, and where speech is clearly audible.
- Simple questions, common commands, and basic correct courtesy statements.
- Some initial accuracy of understanding (Novice-Mid \*\*).

### Reading Proficiency

Upon completion of course, students will be able to:

- Read silently and aloud from a variety of written sources with comprehension of isolated words and common high-frequency phrases when supported by context (Novice-Low \*\*).
- Demonstrate recognition of the writing system and identify increasing numbers of more highly used words or phrases, including cognates and borrowed words.
- Begin to recognize main ideas and some supporting details in simple texts on familiar topics (Novice-Mid \*\*).

Note: The **Japanese I** student will begin to read *Hiragana*, *Katakana*, and recognize a few *Kanji* when supported by context. The **Chinese (Mandarin) I** student will be able to read basic Chinese characters.

### Writing Proficiency

Upon completion of course, students will be able to:

- Copy basic high-frequency words and memorized phrases.
- Reproduce the language symbols so that the writing can be understood by others.
- Write isolated letters and simple words from the classroom environment, and a few formulaic expressions and phrases on simple forms and documents.

Writing may display numerous errors (e.g. diacritical marks, misspellings, etc.) but can still be understood.

Note: The **Japanese I** student will begin to write *Hiragana*, *Katakana*, and a few essential *Kanji*. The **Chinese (Mandarin) I** student will learn the Chinese writing system which includes the formation of Chinese characters, basic Chinese radicals, basic strokes and stroke order.

### Career Education (Approximately 10 hours)

- In the first two years of world language instruction, students will learn about the difference between formal and informal address and discourse. They will be able to make introductions in a formal way to show respect and culturally appropriate manners, vocabulary choice as a reflection of the context of social interaction.
- Students will develop increased communication skills, including how to listen for optimal understanding, how to show respectful attention when listening to others. From the first weeks of study, students will be asked to make oral presentations, thereby developing confidence and self-

# West Linn–Wilsonville School District

## World Languages – Course Statement

assurance in expressing themselves in small groups.

- Vocabulary used to discuss professions and work will be studied. In this way, students will be reminded of the variety of possibilities that exist for careers and the use of a world language other than English in those careers. Guest speakers and videos featuring native speakers may bring students in contact with varieties of work experiences unfamiliar to them.
- Students will learn about interviewing techniques as they practice asking and answering questions.

\*\* References American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels which are reflected in the Oregon Second Language Content Standards.

### General Course Topics/Units & Timeframes

- A. Greetings / Introductions\*
- B. Self\*
- C. Calendar\* / Time\*
- D. Classroom\*
- E. Family\* / Pet\* / Friends\*
- F. Alphabet\*
- G. Numbers\*
- H. Foods\* / Beverages\*
- I. Leisure\* / Activities\*
- J. Places\* / Stores\*
- K. School\*
- L. Culture\* (Geography, etc.)

- M. Ask questions about others\*
- N. Describe in simple ways\*
- O. Express plans and intentions\*
- P. Express conditions\* and emotions
- Q. Express ownership\*
- R. Express quantity
- S. Express frequency
- T. State reasons
- U. State likes/dislikes\*
- V. Express location\* / Give directions
- W. Express existence\*

When a new concept is introduced, one to five days are spent concentrating on it. It is continually used and reviewed as it is linked to other new and learned concepts, so that students apply these concepts to communicate their own ideas.

\* Topics marked with an asterisk are included in **Japanese I**, as well as Weather and Routine Events.

\* Topics marked with an asterisk are included in **Chinese (Mandarin) I**, as well as Hobbies, Visiting Friends, Chinese Festivals and Calligraphy.

# West Linn–Wilsonville School District

## World Languages – Course Statement

Resources	
<p><b>French I</b></p> <ul style="list-style-type: none"><li>• Text: <i>Discovering French, Level 1</i>, McDougal Littell, 2004</li><li>• Text (Supplemental): <i>Images Un</i>, McDougal Littell, 1998</li><li>• Other: Various films, readers and other resources</li></ul> <p><b>Japanese I</b></p> <ul style="list-style-type: none"><li>• Text: <i>Ima! 1 &amp; Ima! 2</i>, EMC Paradigm, 2000</li><li>• Other: Various films, readers and other resources</li></ul> <p><b>Spanish I</b></p> <ul style="list-style-type: none"><li>• Text: <i>En Espanol, Level 1</i>, McDougal Littell, 2004</li><li>• Text (Supplemental): <i>Ventanas Uno</i>, McDougal Littell, 1998</li><li>• Other: Various films, readers and other resources</li></ul> <p><b>Chinese (Mandarin) I</b></p> <ul style="list-style-type: none"><li>• Text: <i>Get Talking Chinese: Mandarin Chinese for Beginners</i>, DK Publishing, 2007</li><li>• Other: Various films, readers and other resources</li></ul>	