

# West Linn–Wilsonville School District

## World Languages – Course Statement

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

**Length of Course:** Year  
**Number of Credits:** 1  
**Grade Level:** 9, 10, 11, 12  
**Prerequisites:** Level II of the same language or consent of instructor  
**Work Samples**  
**Offered in Course:** Speaking (unrehearsed)

**Date of Description/Revision:** January 2010

### **Course Overview**

This course continues the development of the four basic language skills: listening and reading comprehension, and speaking and writing, along with a further and more in-depth introduction to the culture of the target language. Students will participate in activities similar to those introduced in Level II, including oral drills, conversation activities, listening and reading comprehension activities, cultural and written exercises, interviews, role-plays, short speeches, short compositions, problem-solving communication activities, guest speakers and films. Content topics may involve communication about personal experiences and feelings, imagination, hypothetical situations, opinions, reactions, ideas and persuasion. This course is increasingly taught in the target language.

**Note: Chinese (Mandarin) III** is for students who, upon completing the first two levels, are able to clearly conduct common conversations at a reasonable word speed and are ready for a more complicated context. Understanding of Chinese grammar is expanded by focusing on important linguistic structures.

### **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 a people by studying their language, their lifestyle, their crafts, their art, music and beliefs?
- 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?
- How does the advanced study of a world language help in one's appreciation of interpretive language, through the reading of authentic literature, even in a simple form?
- How does advanced study of a world language help one develop an understanding and discuss the ideas, thoughts and beliefs of other people?

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### Proficiency Statements

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

#### Oral Proficiency

Upon completion of course, students will be able to:

- Ask and respond to questions, and initiate and respond to basic statements, using learned utterances and memorized phrases and sentences, rather than personalized communication adapted to the situation.
- Maintain a face-to-face conversation in the target language in a restricted manner, showing some signs of spontaneity.
- Talk about present, past and future events, within the limited range of personal experiences.
- Demonstrate accuracy in pronunciation and intonation in well-rehearsed material, although speech shows pronunciation inaccuracies and native-language interference, false starts and numerous pauses in improvised material.
- Demonstrate the possession of a widening vocabulary adequate enough to express essential needs.
- Be understood by a native speaker of the target language and, when misunderstandings arise, clarify by rephrasing (Intermediate-Low \*\*).
- Demonstrate accuracy in the use of basic grammar structures.
- Express ideas with increasingly expanded descriptions and explanations (Intermediate-Low \*\*).

Note: **Chinese (Mandarin) III** students have become quite comfortable with articulating simple ideas, emotion expressions and engaging in daily topics conversation communicated with a Chinese speaker.

#### Listening Proficiency

Upon completion of course, students will demonstrate understanding of:

- Words and phrases from simple questions, statements, high frequency commands and courtesy formulae.
- Authentic and other spoken material referring to basic personal background and needs, social conventions, and routines, when supported by contextual cues.
- Instructions and speech delivered in face-to-face conversations.
- Spoken passages when enhanced by pantomime, props and/or visuals, although repetition, rephrasing and/or a slowed rate of speech may be required.
- Main ideas, details and general conversations, when provided with some repetition and/or rewording (Intermediate-Low \*\*).

#### Reading Proficiency

Upon completion of course, students will be able to:

- Comprehend simple statements and questions as well as high frequency words and phrases.
- Comprehend short paragraphs consisting of common cognates, borrowed words and recombined words from familiar material.
- Construct meaning from a wider variety of familiar texts, using syntax, semantic, phonetic and contextual cues.
- Begin to self-correct understanding by re-reading material.
- Comprehend authentic written material that imports basic information about which the reader can bring personal knowledge and/or interests (Intermediate-Low\*\*).
- Demonstrate comprehension of the main ideas and some supporting details from simple connected text material (Intermediate-Low \*\*).

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Note: **Chinese (Mandarin) III** students will be introduced to about 500 more characters and reach reading skill quickly, with simple, graded activities on essential topics of text. Topics of interest for high school students include: campus, social issues, travel, dining, and aspects of Chinese culture. Students will have a chance to learn both traditional and simplified Chinese characters for recognition and comparison purposes.

### Writing Proficiency

Upon completion of course, students will be able to:

- Write simple sentences using memorized or familiar/personal material to describe a simple event, within the scope of the student's target language experience.
- Write simple sentences of recombined and memorized words and phrases.
- Produce both strings of sentences and short paragraphs on familiar topics.
- Use print protocol and appropriate diacritical marks.
- Be understood, despite errors, by native speakers who are used to the writings of non-natives (Intermediate-Low \*\*).
- Begin using the target language creatively in order to experiment with different types of writing, such as simple descriptive, narrative, persuasive, and/or imaginative writings (Intermediate-Low \*\*).

Note: **Chinese (Mandarin) III** students will gradually learn the more formal written-style expressions which are used in letters, e-mail and notices. **Chinese (Mandarin) III** students will be required to increase the speed of their Chinese computer input skill.

### Career Education (Approximately 10 hours)

- Students develop more advanced communication skill, and are asked to present increasingly lengthy and complex material before their classmates and their teacher.
- The "interview" format is developed in more depth, as a conversation format and as an information-gathering technique.
- Emphasis is placed increasingly on writing skills, with considerable practice in developing a concise and clear writing style.
- Intercultural awareness and understanding are taught so that students learn to be more sensitive in their interactions, attuned to their interlocutor's background and expectations.
- Students become more aware of the possibilities that exist for international study, travel, and job opportunities enhanced by one's proficiency in a world language other than English.

\*\* Reference to 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

All topics of Levels I & II\* plus:

- A. Occupations\*
- B. Future Plans\*
- C. Express more complex past events
- D. Express desires in moods (subjunctive)
- E. Compare\*
- F. The Environment

- I. Express wants & intentions\*
- J. State reasons\* and explain
- K. Use numbers in common situations\*
- L. Request assistance\*
- M. Describe progressive action\*
- N. Make appointments\*
- O. Describe in the past\*

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<p>G. Ask information questions*</p> <p>H. Negotiate phone exchanges*</p>	<p>P. Seek permission*</p> <p>Q. Narrate events in present &amp; future*</p>
<p>When a new concept is introduced, one to five days are spent concentrating on the new concept with the desired outcome that students apply this concept (proficiency). Other activities are also done simultaneously. Once a concept has been introduced and learned, the students continuously have to use and review it in order to progress further. When learning a new concept, activities take place in which all skills are used to obtain proficiency levels described above.</p> <p>* Topics marked with an asterisk are included in <b>Japanese III</b> and <b>Chinese (Mandarin) III</b></p>	
<p><b>Resources</b></p>	
<p><b>French III</b></p> <ul style="list-style-type: none"> <li>Text: <i>Discovering French, Level 3</i>, McDougal Littell, 2004</li> <li>Text (Supplemental): <i>Images Trois</i>, McDougal Littell, 1998</li> <li>Other: Various films, readers and other resources</li> </ul> <p><b>Japanese III</b></p> <ul style="list-style-type: none"> <li>Text: <i>Hai, Ima!</i>, EMC Paradigm, 2002</li> <li>Text: <i>Yookoso Vol. 1, Invitation to Contemporary Japanese</i>, Glencoe, 2004</li> <li>Other: Various films, readers and other resources</li> </ul> <p><b>Spanish III</b></p> <ul style="list-style-type: none"> <li>Text: <i>En Espanol, Level 3</i>, McDougal Littell, 2004</li> <li>Text (Supplemental): <i>Ventanas Tres</i>, McDougal Littell, 1998</li> <li>Other: Various films, readers and other resources</li> </ul> <p><b>Chinese (Mandarin) III</b></p> <ul style="list-style-type: none"> <li>Text: <i>Integrated Chinese (Simplified Character Edition) Level 1 (Part 2)</i>, Cheng &amp; Tsui Asian Language Series, 2008</li> <li>Other: Various films, readers and other resources</li> </ul>	