

URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE

SUBJECT: Foreign Language Level I - German, Japanese, Spanish

GRADE LEVEL: High School

PREREQUISITES: None

COURSE DESCRIPTION:

German I - Urbandale Community School District's Foreign Language German I course introduces students to the German language and culture. Major emphasis is placed on understanding the spoken work and conversational skills. Reading and writing basic conversational German are secondary goals. Subject matter deals with everyday topics such as school, family, friends, leisure time, meals, etc.

Japanese I - Urbandale Community School District's Foreign Language Japanese I course introduces students to the Japanese language and culture. Major emphasis is placed on understanding the spoken work and conversational skills. Reading and writing are secondary goals. Current events and career information are included on a regular basis. subject matter deals with everyday topics such as school, family, friends, leisure time, meals, etc. The Japanese language is used as much as possible by students and teacher. Audio and visual tapes help bring authentic language experiences to the classroom.

Spanish I - Urbandale Community School District's Foreign Language Spanish I course introduces students to the Spanish language and Hispanic culture. Major emphasis is placed on understanding the spoken work and conversational skills. Reading and writing are secondary goals. Subject matter deals with everyday topics such as school, family, friends, leisure time, meals, etc. A brief overview of all Spanish-speaking countries is included.

CONTENT STANDARDS:

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's foreign language education program should be able to...

- Communicate in languages other than English.
- Gain knowledge and understanding of other cultures.
- Develop insight into the nature of language and culture.
- Participate in multilingual communities at home and around the world.

URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE

SUBJECT: Foreign Language Level I - German, Japanese, Spanish

GRADE LEVEL: High School

PREREQUISITES: None

**CONTENT STANDARDS AND BENCHMARKS WITH INDICATORS FOR FOREIGN LANGUAGE LEVEL I COURSES:**

**Content Standard I. Communicate in languages other than English. The students in Foreign Language Level I should be able to . . .**

**Benchmark A. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

Indicators: Begin to produce accurately the sounds of the language when using familiar material.  
Solicit information by using interrogatives, intonation, or word order.  
Provide basic introductory information about self and others.  
Indicate when not understanding and ask for repetition or explanation.  
Recall and attempt to use familiar vocabulary when speaking.

Assessments: Final tasks: first semester  
Spanish/German/Japanese I: Orally describe your e-pal  
Final tasks: second semester  
Spanish/German/Japanese I: Present a personal photo album

Strategies/Activities:

Repetition  
Students will repeat words or phrases presented orally by the teacher or a tape recording individually or as a group  
Students will identify and repeat words or concepts expressed on flash cards or other visuals  
Students will ask and answer teacher questions orally and in writing using new vocabulary and structures  
Students will use new vocabulary to describe people, environments and/or situations  
Students will listen to, repeat, and read aloud conversations  
Students will create and present conversations  
Students will create and present short reports

Students will ask and answer questions of each other  
Cooperative learning

**Benchmark B. Students comprehend and interpret written and spoken language on a variety of topics.**

Indicators: Begin to recognize the cadence and intonation of the Spanish/German/  
Japanese language.  
Distinguish between statements, questions, and commands.  
Decode the *hiragana* alphabet (Japanese only).  
Comprehend main ideas in developmentally appropriate oral narratives.  
Comprehend brief written messages on familiar topics.

Strategies/Activities:

Students will follow oral and written directions  
Students will answer oral and written questions  
Students will summarize main themes and significant details from printed or aural  
material  
Students will paraphrase main themes and significant detail from printed or aural  
material  
Students will take notes from dictation or other aural or written sources  
Mapping  
Character maps  
Semantic maps  
Story mapping  
VENN diagrams  
Frayer Model  
VOC  
SQ3R  
Vocabograms  
SVES

**Benchmark C. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

Indicators: Begin to translate the spoken sound into a written format.  
Provide simple autobiographical information requested on forms and documents.  
Begin to produce simple sentences using learned material (Spanish and German  
only).  
Recognize and differentiate between the three alphabets (Japanese only).  
Begin to produce the *hiragana* alphabet (Japanese only).

Assessments: Final Tasks; First Semester:

Spanish/German/Japanese I: Send an electronic message to a student your age in a Spanish speaking country

Second Semester:

Spanish/German/Japanese I: Write a detailed autobiography

Strategies/Activities:

Write down exactly what they hear spoken

Write increasingly complex sentences, paragraphs, dialogs

Provide information requested on applications and other documents

Practice Japanese penmanship

Practice Japanese calligraphy

KWL

Written reflections

VENN Diagrams

Story Mapping

Character maps

Concept map

Cooperative learning

**Content Standard II. Gain knowledge and understanding of other cultures. The students in Foreign Language Level I should be able to . . .**

**Benchmark A. Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

Indicators: Be aware that social demands may differ from culture to culture.  
Observe, analyze and discuss simple patterns of behavior or interaction in various settings.  
Learn about and participate in cultural activities such as games, songs, story telling, dramatizations, and celebrations.

Assessments: Both semesters: Levels I - III: Cultural connections

Strategies/Activities:

Guest speakers

Videos

Watch live or recorded performances of music, dance, etc.

Field trips

Realia from the cultures studied

Participate in celebrations

Observe cultural holidays

Read articles, examine newspapers and magazines, check web sites

Concept attainment

Inductive reasoning

KWL  
Reflection  
VENN Diagrams

**Benchmark B. Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

Indicators: Identify and observe tangible products of the cultures studied such as toys, sports, food, types of dwellings, equipment, etc.  
Identify, experience or read about expressive products of the cultures studied such as literature, music, and visual arts.  
Produce artwork, crafts, or graphic representations enjoyed or made by the cultures studied.

Assessments: Both semesters: Levels I - III: Cultural connections

Strategies/Activities:

Sing karaoke  
Guest speakers  
Videos  
Slides  
Watch live or recorded performances of music, dance, etc.  
Field trips  
Realia from the cultures studied  
Participate in celebrations  
Observe cultural holidays  
Read articles, examine newspapers and magazines, check web sites  
Concept attainment  
Inductive reasoning  
KWL  
Reflection  
VENN Diagrams  
Inductive data set

**Content Standard III. Develop insight into the nature of language and culture. The students in Foreign Language Level I should be able to . . .**

**Benchmark A. Demonstrate an understanding of the nature of language through comparisons of the language studied and their own.**

Indicators: Demonstrate an awareness that cognates comprehension of spoken and written language by identifying commonly occurring cognates in the language they are learning.

Demonstrate an awareness of formal and informal forms of language in greetings and leave-taking and try out expressions of politeness in the language they are learning.

Report differences and similarities between the sound and writing systems of their own language and the language being learned.

Assessments: Translate level appropriate target language samples into English and discuss the processes which aided in comprehension

Strategies/Activities:

Translate

Use a variety of electronic translators and analyze their effectiveness

Practice using dictionaries to aid in comprehension

Word process using language appropriate symbols

Practice using kanji dictionary

Use a target language dictionary to identify the meaning of language which does not translate directly

**Benchmark B. Demonstrate understanding of the concept of culture through comparisons of the language studied and their own.**

Indicators: Compare simple patterns of behavior or interaction in various cultural settings.

Assessments: Cultural comparisons benchmark assessment: Second Semester:  
Spanish/German/Japanese I: Students will compare appropriate behavior in two cultures in similar settings

Strategies/Activities:

Transpection

Role plays

Illustrate stories

Character map

VENN diagrams

Classroom discussion

Observe and analyze members of the target cultures interacting with each other in a variety of settings

**Content Standard IV. Participate in multilingual communities at home and around the world. The students in Foreign Language Level I should be able to . . .**

**Benchmark A. Use the language both within and beyond the school setting.**

Indicators: Recognize possible means of long-distance communication with the target culture.

Identify professions which require proficiency in another language.

Assessments: Final task: First semester: Spanish/German/Japanese I: e-mail e-pal

Strategies/Activities:

Use the Internet, long distance phone calls and/or faxes to research about the target culture

Read want - ads to check for language requirements

Interview community members

Observe long distance communications with the target culture

Foreign Language Career Day

**Benchmark B. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and excitement.**

Indicators: Recognize the need for repetition, review, and practice in the maintenance of second language skills.

Seek out and take advantage of opportunities to interact with the target language outside the classroom.

Assessments: Benchmark assessments

Language/culture interaction log

Strategies/Activities:

Students will investigate language requirements for college entrance and graduation for institutions in which they are interested

Make students aware of opportunities for interaction with the target culture

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.