

World Languages  
Hinsdale Middle/High School

**Level: Beginner, Grades 7-9**

**Goal One: Communication: Communicate in Languages other than English**

**Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to exchange information.	Rubric	Short skit	<ul style="list-style-type: none"> <li>• Greetings &amp; introductions</li> </ul>	Somos Así 1
Students will be able to follow directions.	Students correctly match the visual picture with the command	Total Physical Response	<ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Time</li> <li>• Numbers</li> <li>• Colors</li> <li>• Days of the week</li> <li>• Months</li> <li>• Offering &amp; asking of food &amp; drink, prices</li> </ul>	Discovering French French in Action  Resource Book in Class
Students will be able to ask and answer questions.	Students will be able to translate simple questions	Jeopardy	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Activities</li> <li>• Animals</li> <li>• Parts of the body</li> </ul>	Maps  Dictionaries
Students will be able to share their feelings, likes and dislikes.	Students will be able to write a paragraph stating their likes & dislikes	Cooperative Activities	<ul style="list-style-type: none"> <li>• State of being</li> <li>• Likes &amp; dislikes</li> <li>• Describing people &amp; things</li> <li>• Family</li> <li>• Simple gestures</li> <li>• Places</li> </ul>	Picture file
Students will be able to describe people, places, and things.	Students write a letter to a “pen pal” describing themselves & where they live	Students in small group pass a photograph around & take turns describing it		Photograph

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**Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will demonstrate understating understanding of an oral narrative	Students will listen to an audio recording and select the best answer	Listening activities from the audio text	<ul style="list-style-type: none"> <li>• Greetings &amp; introductions</li> <li>• Alphabet</li> <li>• Time</li> <li>• Numbers</li> <li>• Colors</li> <li>• Days of the week</li> </ul>	Somos Así 1 Discovering French French in Action  Listening activities
Students will demonstrate understanding of a written	Students will read a text appropriate to their level, then answer in complete sentences	Students read about a particular city from the target language, then answer questions about the capitol, the border and the geography	<ul style="list-style-type: none"> <li>• Months</li> <li>• Offering &amp; asking of food &amp; drink, prices</li> <li>• Weather</li> <li>• Activities</li> <li>• Animals</li> </ul>	Somos Así 1 Discovering French French in Action Maps Dictionaries
Students will understand the differences between types of sentences or expressions	Students listen to sentences and punctuate them appropriately given the inflection and the context	Students write skits using different types of sentences	<ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• State of being</li> <li>• Likes &amp; dislikes</li> <li>• Describing people &amp; things</li> <li>• Family</li> <li>• Simple gestures</li> <li>• Places</li> </ul>	

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**Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to present information they've prepared on a variety of basic topics</p> <p>Students will have good basic pronunciation</p> <p>Students will be able to tell or retell a story</p>	<p>Rubric</p> <p>Students read a selected passage to the teacher</p> <p>Students write a paragraph about the story</p>	<p>Geography project</p> <p>Minimal pairs</p> <p>Students in pairs take turns reading a story</p>	<ul style="list-style-type: none"> <li>• Greetings &amp; introductions</li> <li>• Alphabet</li> <li>• Time</li> <li>• Numbers</li> <li>• Colors</li> <li>• Days of the week</li> <li>• Months</li> <li>• Offering &amp; asking of food &amp; drink, prices</li> <li>• Weather</li> <li>• Activities</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• State of being</li> <li>• Likes &amp; dislikes</li> <li>• Describing people &amp; things</li> <li>• Family</li> <li>• Simple gestures</li> <li>• Places</li> </ul>	<p>Somos Así 1</p> <p>Discovering French</p> <p>French in Action</p> <p>Maps</p> <p>Dictionaries</p>

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**Goal Two: 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.**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to observe and/or discuss simple patterns of behavior or interaction in various settings	Watch a video & describe 5 patterns of behavior	Watch a video that shows interactions between people speaking in the target language.	<ul style="list-style-type: none"> <li>• Greetings &amp; introductions</li> <li>• Alphabet</li> <li>• Time</li> <li>• Numbers</li> <li>• Colors</li> <li>• Days of the week</li> <li>• Months</li> </ul>	Somos Así 1 Discovering French French in Action  Video  Videos which highlight target language culture
Students will be able to use appropriate gestures and oral expressions for common interactions	Students perform role-play with appropriate gestures	Students are given a role and a situation and write a skit using appropriate gestures and oral expression	<ul style="list-style-type: none"> <li>• Offering &amp; asking of food &amp; drink, prices</li> <li>• Weather</li> <li>• Activities</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• State of being</li> </ul>	Situation cards
Students will be able to participate in age-appropriate cultural activities	Students will be able to identify different types of music from the target language	Listen to different types of music from the target language	<ul style="list-style-type: none"> <li>• Likes &amp; dislikes</li> <li>• Describing people &amp; things</li> <li>• Family</li> <li>• Simple gestures</li> <li>• Sports</li> <li>• Hobbies</li> <li>• Activities,</li> <li>• Places,</li> <li>• Instruments</li> <li>• Clothing</li> </ul>	Music

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**Goal Two: Cultures: Gain knowledge and understanding of other cultures**

**Standard 2.2: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to identify and/or discuss tangible products such as paintings, literature, and items that are particular to the culture.</p> <p>Students will be able to identify and/or discuss intangible products or concepts such as music, dance, rituals, and oral tradition that are particular to the culture.</p>	<p>Students can identify items of traditional target language culture</p> <p>Students participate in cooking, listening to music, and identifying specific customs</p>	<p>Students identify items from photographs and/or videos</p> <p>Guest speakers</p> <p>Visual presentations</p> <p>Students learn about the importance of customs &amp; traditions of the target language culture</p>	<ul style="list-style-type: none"> <li>• Greetings &amp; introductions</li> <li>• Alphabet</li> <li>• Time</li> <li>• Numbers</li> <li>• Colors</li> <li>• Days of the week</li> <li>• Months</li> <li>• Offering &amp; asking of food &amp; drink, prices</li> <li>• Weather</li> <li>• Activities</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• State of being</li> <li>• Likes &amp; dislikes</li> <li>• Describing people &amp; things</li> <li>• Family</li> <li>• Simple gestures</li> <li>• Sports</li> <li>• Hobbies</li> <li>• Activities,</li> <li>• Places,</li> <li>• Instruments</li> <li>• Clothing</li> </ul>	<p>Tangible target language products</p> <p>Internet, cookbooks, music</p>

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**Level: Beginner, Grades 7-9**

**Goal Three: Connections: Connect with other disciplines and acquire information**

**Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.**

<b>KNOWLEDGE &amp; SKILLS</b>	<b>ASSESSMENT</b>	<b>ACTIVITIES</b>	<b>CONTENT</b>	<b>RESOURCES/MATERIALS</b>
Students will be able to demonstrate an understanding about concepts learned in other subject areas in the target language	Students complete a geography project on a target language speaking country	Students research facts about French or Spanish speaking countries and write about it in the target language.	All content stated in 2.2 with the addition of: <ul style="list-style-type: none"> <li>• Geography</li> <li>• Grammar</li> </ul>	Internet Encyclopedia Dictionaries Maps Almanacs Somos Así 1 Discovering French French in Action

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**Goal: Connections: Connect with other disciplines and acquire information**

**Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.**

<b>KNOWLEDGE &amp; SKILLS</b>	<b>ASSESSMENT</b>	<b>ACTIVITIES</b>	<b>CONTENT</b>	<b>RESOURCES/MATERIALS</b>
Students will be able to read, listen, and talk about songs, short stories, poems and other age-appropriate school content written for native speakers of the target language	Students fill in a cloze activity on a French or Spanish song	Listening and singing along to the song	All content stated in 2.2 with the addition of: <ul style="list-style-type: none"> <li>• Geography</li> <li>• Grammar</li> </ul>	Music

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**Goal Four: 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.**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to give and use examples of words “borrowed” in the language they are learning and their own.	Students identify commonly used cognates in both languages	Read a passage that contains “borrowed words”	<ul style="list-style-type: none"> <li>• Greetings &amp; introductions</li> <li>• Alphabet</li> <li>• Time</li> <li>• Numbers</li> <li>• Colors</li> <li>• Days of the week</li> <li>• Months</li> <li>• Offering &amp; asking of food &amp; drink, prices</li> </ul>	Somos Así 1 Discovering French French in Action
Students will be able to recognize the concept of gender and number in spoken and written language	Multiple choice quiz	Vocabulary list with emphasis on the correct meaning for false cognates	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Activities</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• State of being</li> <li>• Likes &amp; dislikes</li> </ul>	Somos Así 1 Discovering French French in Action
Students will be able to recognize and/or use cognates and false cognates	Quiz	Charades	<ul style="list-style-type: none"> <li>• Describing people &amp; things</li> <li>• Family</li> <li>• Simple gestures</li> <li>• Sports</li> <li>• Hobbies</li> </ul>	Somos Así 1 Discovering French French in Action 501 Spanish verb
Students will be able to recognize and use idiomatic expressions	Cloze test	Hangman	<ul style="list-style-type: none"> <li>• Activities,</li> <li>• Places,</li> <li>• Instruments</li> <li>• Clothing</li> <li>• Art &amp; literature</li> <li>• Grammar</li> <li>• Current events &amp; politics</li> <li>• Famous people</li> </ul>	Somos Así 1 Discovering French French in Action

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**Goal: Comparisons: Develop insight into the Nature of Language and Culture**

**Standard 4.2: Students demonstrate understanding of concept of culture through comparison of the cultures studied and their own.**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to give and use compare simple patterns of behavior or interaction in various settings	Cloze exercise (typing on original cross-out to give and use)	Students learn nursery rhymes & tongue twisters	<ul style="list-style-type: none"> <li>• Greetings &amp; introductions</li> <li>• Alphabet</li> <li>• Time</li> <li>• Numbers</li> <li>• Colors</li> <li>• Days of the week</li> <li>• Months</li> </ul>	List of tongue twisters
Students will be able to demonstrate an awareness that gestures are an important part of communication	Quiz	Students read about differences in patterns of behaviors such as kissing your parents and asking for blessings	<ul style="list-style-type: none"> <li>• Offering &amp; asking of food &amp; drink, prices</li> <li>• Weather</li> <li>• Activities</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• State of being</li> <li>• Likes &amp; dislikes</li> </ul>	Teacher's personal knowledge
Students will be able to compare and contrast tangible and intangible products of the target culture and their own	Explain a specific product is and compare to a similar product from their own culture	Students taste food or drink specific to the target country and talk about what they would eat or drink as comparable and/or different	<ul style="list-style-type: none"> <li>• Describing people &amp; things</li> <li>• Family</li> <li>• Simple gestures</li> <li>• Sports</li> <li>• Hobbies</li> <li>• Activities,</li> <li>• Places,</li> <li>• Instruments</li> <li>• Clothing</li> <li>• Art &amp; literature</li> <li>• Grammar</li> <li>• Current events &amp; politics</li> <li>• Famous people</li> </ul>	Cookbook



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**Goal Five: Communities: Participate in multi-lingual communities at home and around the world**

**Standard 5.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to communicate on a personal level with guest speakers of the language	Students interact with guest speakers	Greetings Students prepare questions to ask a guest	<ul style="list-style-type: none"> <li>• Greetings &amp; introductions</li> <li>• Alphabet</li> <li>• Time</li> <li>• Numbers</li> <li>• Colors</li> <li>• Days of the week</li> <li>• Months</li> <li>• Offering &amp; asking of food &amp; drink, prices</li> <li>• Weather</li> <li>• Activities</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• State of being</li> <li>• Likes &amp; dislikes</li> <li>• Describing people &amp; things</li> <li>• Family</li> <li>• Simple gestures</li> <li>• Sports</li> <li>• Hobbies</li> <li>• Activities,</li> <li>• Places,</li> <li>• Instruments</li> <li>• Clothing</li> <li>• Art &amp; literature</li> <li>• Grammar</li> <li>• Current events &amp; politics</li> <li>• Famous people</li> </ul>	Guest speaker
Students will be able to identify professions which require proficiency in the target language	Students fill out a questionnaire on professions of students in their groups	In groups, students interview one another on professions		Opportunities in World Language Careers
Students will use the language to create imaginary situations	Oral Evaluation  Students present dialogues on content area topics	Students write dialogues		Somos Así 1 Discovering French French in Action Dictionaries
Students will use the language to talk about various topics	Students present projects on various target language countries	Students do research on the geography, products, and flag  Students write the body of their paper		Internet Encyclopedias Research books

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**Level: Beginner, Grades 7-9**

**Goal Five: Communities: Participate in multi-lingual communities at home and around the world**

**Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students listen to music, sing songs, or play musical instruments from the target culture	Students sing songs from the target culture in the target language	Students listen to music, learn the word and meaning  Cloze activity	<ul style="list-style-type: none"> <li>• Greetings &amp; introductions</li> <li>• Alphabet</li> <li>• Time</li> <li>• Numbers</li> <li>• Colors</li> <li>• Days of the week</li> <li>• Months</li> <li>• Offering &amp; asking of food &amp; drink, prices</li> <li>• Weather</li> <li>• Activities</li> <li>• Animals</li> <li>• Parts of the body</li> <li>• State of being</li> <li>• Likes &amp; dislikes</li> <li>• Describing people &amp; things</li> <li>• Family</li> <li>• Simple gestures</li> <li>• Sports</li> <li>• Hobbies</li> <li>• Activities,</li> <li>• Places,</li> <li>• Instruments</li> <li>• Clothing</li> <li>• Art &amp; literature</li> <li>• Grammar</li> <li>• Current events &amp; politics</li> <li>• Famous people</li> </ul>	Songs Cassettes CDs
Students read materials and/or use media in the target language and culture for enjoyment	Students do a treasure hunt for items in a target language magazine (find 10 verbs or animals)	In pairs, students look through target language magazines while teacher explains the layout of the magazine		Magazines in target language or translated into target language such as National Geographic, Cosmopolitan, Cristina la Revista
Students play or view sports and/or leisure activities in the target language or culture	Quiz on vocabulary associated with a specific sport	Students watch a taped version of a sport event in the target language		Video tapes of games Bienvenidos text, level I
Students plan real or imaginary travel	Students participate in a scavenger hunt while on trip to target language country	Trip to the target language country		Scavenger hunt prepared by teacher
Students exchange information about topics of personal interest	Letter with focus on various communicative topics	Letter exchange in target language to other schools		Website identifying schools for letter exchanges

World Languages  
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**Level: Intermediate, Grades 9-11**

**Goal One: Communication: Communicate in languages other than English**

**Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to ask and respond to questions for clarification	Students prepare a skit of a conversation between doctor and patient and present it orally	Label parts of the body and practice saying where it hurts  Simon Says  Pictionary  Charades	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Feelings</li> <li>• Questions</li> <li>• Opinions</li> <li>• Beliefs</li> <li>• Body parts</li> <li>• Describing daily routine</li> <li>• Narratives</li> <li>• Expressions of time</li> <li>• Professions</li> <li>• Transportation and travel</li> <li>• Nationalities</li> <li>• Health</li> <li>• Accidents and disasters</li> <li>• Going out to restaurants</li> <li>• Outdoor activities</li> <li>• Talking on the phone</li> </ul>	Somos Asi 2 Discovering French French in Action Handouts Posters
Students will be able to exchange information about personal events	Students will call a friend on the phone and leaves a message in which he or she invites the friend to a birthday party	Fill in a worksheet with information about when, where, and at what time the party is		Answering machine
Students will be able to express opinions, preferences, and make comparisons	Students present a dialogue which takes place in a shoe or clothing store in which they compare and purchase items	Students work in pairs to write a skit in which they compare prices and sizes, and plan which props to bring in		Props
Students will be able to acquire goods, services, or information orally and/or in writing	Students prepare 5 questions to ask a guest and ask at least one question each	Prepare questions about the country the guest speaker is from		Maps Brochures posters

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**Goal One: Communication: Communicate in languages other than English**

**Standard 1.2: Students understand and interpret written and spoken language on a variety of topics**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to understand oral and written messages appropriate to their level	Quiz matching traffic signs to their English equivalent	Students draw and color traffic signs	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Feelings</li> <li>• Questions</li> <li>• Opinions</li> <li>• Beliefs</li> <li>• Body parts</li> </ul>	Traffic sign
Students will be able to identify the principal characters and comprehend the main ideas and themes in selected literary texts	Test – answering questions on main ideas and character	Students read selected works by authors of target language	<ul style="list-style-type: none"> <li>• Describing daily routine</li> <li>• Narratives</li> <li>• Expressions of time</li> <li>• Professions</li> <li>• Transportation and travel</li> <li>• Nationalities</li> <li>• Health</li> </ul>	Intermediate literary text
Students will be able to use prior knowledge to comprehend spoken and written messages	Students write a short resume of an article of their choice and report to other students what they read about	Read selected dialogues, paragraphs, and stories	<ul style="list-style-type: none"> <li>• Accidents and disasters</li> <li>• Going out to restaurants</li> <li>• Outdoor activities</li> <li>• Talking on the phone</li> </ul>	Selected texts

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**Goal One: Communication: Communicate in languages other than English**

**Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to present short plays and skits, recited selected poems and anecdotes and perform songs	Students present a short video skit that they have written and memorized	Write a skit and practice presenting the skit	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Feelings</li> <li>• Questions</li> <li>• Opinions</li> <li>• Beliefs</li> <li>• Body parts</li> <li>• Describing daily routine</li> <li>• Narratives</li> <li>• Expressions of time</li> <li>• Professions</li> <li>• Transportation and travel</li> <li>• Nationalities</li> <li>• Health</li> <li>• Accidents and disasters</li> <li>• Going out to restaurants</li> <li>• Outdoor activities</li> <li>• Talking on the phone</li> </ul>	Somos Así 2  Somos Así video
Students will be able to prepare a recorded message on a topic of personal interest	Recorded message	Students will prepare a recorded message for an answering machine		Dictionary Props
Students will be able to prepare and make presentations to the class on various topics	Present video to class	Prepare a video on a favorite hobby or past time		Answering machine
Students will be able to present information on plot and characters of selected pieces of age appropriate literature/movies	Students present their views to the class	In pairs, students prepare review of popular current movies		media

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**Goal Two: 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**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to observe and understand patterns of behavior or interaction in various settings	Students are able to ask for directions, act out going to the doctor, or going shopping	Students act out various scenarios such as asking for directions, going shopping, to the doctor or dentist	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Feelings</li> <li>• Questions</li> <li>• Opinions</li> <li>• Beliefs</li> <li>• Body parts</li> <li>• Describing daily routine</li> <li>• Narratives</li> <li>• Expressions of time</li> <li>• Professions</li> <li>• Transportation and travel</li> <li>• Nationalities</li> <li>• Health</li> <li>• Accidents and disasters</li> <li>• Going out to restaurants</li> <li>• Outdoor activities</li> <li>• Talking on the phone</li> </ul>	Somos Así 2 French in Action Situaciones Spanish for mastery  Internet, CDs, videos
Students will be able to observe and interpret gestures and expressions in various interactions	Students are able to give oral responses	Students identify and are able to use colloquialisms		
Students will be able to participate in age-appropriate cultural activities	Students will interact appropriately with native speaker of the target language	Field trips to museums, restaurants, embassies, etc.		

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**Standard 2.2: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to identify and investigate the function of various products such as daily use items, painting, literature, and items that are particular to the culture</p> <p>Students will be able to experience and explore the origin and contribution of intangible products or concepts such as music, dance, rituals, and oral tradition that are particular to the culture</p>	<p>Students identify items particular to the target language and explain their use</p> <p>Students write their reactions on an essay or a test</p>	<p>Students read about oral tradition in literature</p> <p>Students identify products from slides</p> <p>Students listen to music and translate lyrics</p>	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Feelings</li> <li>• Questions</li> <li>• Opinions</li> <li>• Beliefs</li> <li>• Body parts</li> <li>• Describing daily routine</li> <li>• Narratives</li> <li>• Expressions of time</li> <li>• Professions</li> <li>• Transportation and travel</li> <li>• Nationalities</li> <li>• Health</li> <li>• Accidents and disasters</li> <li>• Going out to restaurants</li> <li>• Outdoor activities</li> <li>• Talking on the phone</li> <li>• Rituals</li> <li>• Events</li> <li>• Customs</li> </ul>	<p>Literature in target language</p> <p>Videos</p> <p>Visuals</p>

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**Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language**

<b>KNOWLEDGE &amp; SKILLS</b>	<b>ASSESSMENT</b>	<b>ACTIVITIES</b>	<b>CONTENT</b>	<b>RESOURCES/MATERIALS</b>
Students will be able to discuss and demonstrate an understanding in the target language of topics learned in other subject areas	Students are able to discuss on a selected topic	Discussion of a selected topic from another course	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Feelings</li> <li>• Questions</li> <li>• Opinions</li> <li>• Beliefs</li> <li>• Body parts</li> <li>• Describing daily routine</li> <li>• Narratives</li> <li>• Expressions of time</li> <li>• Professions</li> <li>• Transportation and travel</li> <li>• Nationalities</li> <li>• Health</li> <li>• Accidents and disasters</li> <li>• Going out to restaurants</li> <li>• Outdoor activities</li> <li>• Talking on the phone</li> </ul>	Somos Así 2 French in Action  Internet  Photos
Students will be able to present reports in the target language on topics being studied in other subjects	Students are able to complete a report on a topic from another course in the target language	Students write a report on a topic from another course		

**Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture**

<b>KNOWLEDGE &amp; SKILLS</b>	<b>ASSESSMENT</b>	<b>ACTIVITIES</b>	<b>CONTENT</b>	<b>RESOURCES/MATERIALS</b>
Students will be able to prepare oral or written presentations on topics of personal interest using age-appropriate sources written for native speakers of the target language	Students complete a written report	Travel project tailored to their own interest	<ul style="list-style-type: none"> <li>• All content as stated above</li> </ul>	Internet  Travel guides



World Languages  
Hinsdale Middle/High School

**Level: Intermediate, Grades 9-11**

**Goal Four: Comparisons: Develop insight into the nature of language and culture**

**Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of language through comparisons of the language studied and their own**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to recognize the importance and use of gender and number in spoken and written language</p> <p>Students will be able to hypothesize about the relationship between the languages based on their awareness of idioms, expressions, and grammatical functions</p> <p>Students will demonstrate awareness that languages have critical sound distinctions that must be mastered in order to communicate meaning</p>	<p>Students demonstrate understanding in a test situation</p> <p>Projects Tests</p> <p>Oral quiz Record sounds and phrases</p>	<p>Students recognize gender and number in text</p> <p>Students point out differences through weather projects</p> <p>Students repeat phrases</p>	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Feelings</li> <li>• Questions</li> <li>• Opinions</li> <li>• Beliefs</li> <li>• Body parts</li> <li>• Describing daily routine</li> <li>• Narratives</li> <li>• Expressions of time</li> <li>• Professions</li> <li>• Transportation and travel</li> <li>• Nationalities</li> <li>• Health</li> <li>• Accidents and disasters</li> <li>• Going out to restaurants</li> <li>• Outdoor activities</li> <li>• Talking on the phone</li> <li>• Rituals</li> <li>• Events</li> <li>• Customs</li> </ul>	<p>Somos Así 2 French in Action</p> <p>Somos Así 2 French in Action</p> <p>CDs Videos</p>
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World Languages  
Hinsdale Middle/High School

**Level: Intermediate, Grades 9-11**

**Goal Four: Comparisons: Develop insight into the nature of language and culture**

**Standard 4.2: Students demonstrate understanding of concept of culture through comparisons of the cultures studied and their own**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to compare verbal and nonverbal behavior and interaction in various settings	Students are assess on oral fluidity, vocabulary, and pronunciation	Students read dialogues or repeat dialogue after viewing videos	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Feelings</li> <li>• Questions</li> <li>• Opinions</li> <li>• Beliefs</li> <li>• Body parts</li> <li>• Describing daily routine</li> </ul>	Videos, DVDs
Students will be able to compare relationships and interaction in various settings	Students describe interactions or relationships in a paragraph	Students read dialogues and interact with native speakers	<ul style="list-style-type: none"> <li>• Narratives</li> <li>• Expressions of time</li> <li>• Professions</li> <li>• Transportation and travel</li> <li>• Nationalities</li> <li>• Health</li> <li>• Accidents and disasters</li> </ul>	Videos Other language teachers or native speakers
Students will be able to hypothesize why certain products originate in and/or are important to a culture	Students write a paragraph and research different countries	Students discuss the importance of different foods such as cheeses	<ul style="list-style-type: none"> <li>• Going out to restaurants</li> <li>• Outdoor activities</li> <li>• Talking on the phone</li> <li>• Rituals</li> <li>• Events</li> <li>• Customs</li> </ul>	Somos Así 2 French in Action Internet Encyclopedia

World Languages  
Hinsdale Middle/High School

**Level: Intermediate, Grades 9-11**

**Goal Five: Communities: Participate in multilingual communities at home & around the world**

**Standard 5.1: Students use language both within and beyond the school setting**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to interact with speakers of the target language at school and in the community</p> <p>Students will be able to write and illustrate simple stories to present to others</p> <p>Students will be able to discuss their preferences concerning leisure activities and current events with their peers in the target language</p>	<p>Teacher observations interactions with guest speakers, discussions</p> <p>Students read an original story</p> <p>Oral assessment Written test on sports or other leisure activities</p>	<p>Guest speakers interact with students</p> <p>Students write a short story about a famous person's day</p> <p>Students report on travel, favorite activities, sport scores</p>	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Feelings</li> <li>• Questions</li> <li>• Opinions</li> <li>• Beliefs</li> <li>• Body parts</li> <li>• Describing daily routine</li> <li>• Narratives</li> <li>• Expressions of time</li> <li>• Professions</li> <li>• Transportation and travel</li> <li>• Nationalities</li> <li>• Health</li> <li>• Accidents and disasters</li> <li>• Going out to restaurants</li> <li>• Outdoor activities</li> <li>• Talking on the phone</li> <li>• Rituals</li> <li>• Events</li> <li>• Customs</li> </ul>	<p>Guest speakers</p> <p>Somos Así 2 French in Action Drawing on experience</p> <p>Videos</p>

World Languages  
Hinsdale Middle/High School

**Level: Intermediate, Grades 9-11**

**Goal Five: Communities: Participate in multilingual communities at home & around the world**

**Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students listen to broadcasts in the target culture and discuss the message and content orally or in writing</p> <p>Students will use various media from the target language and culture for enjoyment and entertainment</p> <p>Students will consult various sources in the target language and culture</p>	<p>Students list their comprehension of broadcasts on test and quizzes</p> <p>Quiz on historical and cultural comprehension</p> <p>Students demonstrate the use of various media</p>	<p>Observe videos Cloze activities</p> <p>Students listen to popular music and view videos, movies</p> <p>Students write a research paper on topic</p>	<ul style="list-style-type: none"> <li>• Emotions</li> <li>• Feelings</li> <li>• Questions</li> <li>• Opinions</li> <li>• Beliefs</li> <li>• Body parts</li> <li>• Describing daily routine</li> <li>• Narratives</li> <li>• Expressions of time</li> <li>• Professions</li> <li>• Transportation and travel</li> <li>• Nationalities</li> <li>• Health</li> <li>• Accidents and disasters</li> <li>• Going out to restaurants</li> <li>• Outdoor activities</li> <li>• Talking on the phone</li> <li>• Rituals</li> <li>• Events</li> <li>• Customs</li> </ul>	<p>Television clips Videos Movies</p> <p>Movies</p> <p>Encyclopedias, internet, guide books, movies</p>

World Languages  
Hinsdale Middle/High School

**Level: Advanced, Grades 11-12**

**Goal One: Communication: Communicate in languages other than English**

**Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to describe activities or events</p> <p>Students will be able to write reports about people, things, and events</p> <p>Students will be able to tell and retell stories</p>	<p>Oral or written tests</p> <p>Report</p> <p>Oral presentation</p>	<p>Weekly discussion of current events Students will describe activity from pictures.</p> <p>Students will write two research papers, on such topics as famous people, authors, current events, historical events.</p> <p>Students recap from the previous day's class.</p>	<ul style="list-style-type: none"> <li>• emergencies</li> <li>• tragedies</li> <li>• current events &amp; problems</li> <li>• net &amp; intern news items</li> <li>• politics</li> <li>• historical figures</li> <li>• environmental issues</li> <li>• leaving &amp; taking messages</li> <li>• visits to the professionals such as doctor/dentist/hairdresser/lawyer careers</li> <li>• job interviews applications</li> <li>• agreeing &amp; disagreeing</li> <li>• cooking from directions</li> <li>• asking for and giving opinions and/or advice</li> <li>• literary texts</li> </ul>	<p>Internet</p> <p>Situaciones 3 College Anthology of Literature</p>

World Languages  
Hinsdale Middle/High School

**Level: Advanced, Grades 11-12**

**Goal One: Communication: Communicate in languages other than English**

**Standard 1.2: Students understand and interpret written and spoken language on a variety of topics**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to demonstrate an understanding of the main ideas and significant details in oral and written language on a variety of topics</p> <p>Students will be able to demonstrate an understanding of the principal elements of current &amp; historical importance</p> <p>Students will discuss the main plot, subplot, characters, their descriptions, roles, and significance in literary style</p>	<p>Essay test</p> <p>Written reactions of work</p> <p>Oral interpretations of reading</p>	<p>Students analyze short stories</p>	<ul style="list-style-type: none"> <li>• emergencies</li> <li>• tragedies</li> <li>• current events &amp; problems</li> <li>• net &amp; internet news items</li> <li>• politics</li> <li>• historical figures</li> <li>• environmental issues</li> <li>• leaving &amp; taking messages</li> <li>• visits to the professionals such as doctor/dentist/hairdresser/lawyer careers</li> <li>• job interviews applications</li> <li>• agreeing &amp; disagreeing</li> <li>• cooking from directions</li> <li>• asking for and giving opinions and/or advice</li> <li>• literary texts</li> </ul>	<p>Somos Así 2</p> <p>French in Action</p> <p>Handouts</p>

World Languages  
Hinsdale Middle/High School

**Level: Advanced, Grades 11-12**

**Goal One: Communication: Communicate in languages other than English**

**Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to create stories, poems, skits based on personal experience</p> <p>Students will be able to analyze an issue, event, or topic from perspective of both US and target culture</p>	<p>Performance Readings</p> <p>Oral or written analysis of events Editorial</p>	<p>Students write and perform a skit based on an episode from their experience</p> <p>Students discuss an event from their perspective and from the target culture perspective</p>	<ul style="list-style-type: none"> <li>• emergencies</li> <li>• tragedies</li> <li>• current events &amp; problems</li> <li>• net &amp; intern news items</li> <li>• politics</li> <li>• historical figures</li> <li>• environmental issues</li> <li>• leaving &amp; taking messages</li> <li>• visits to the professionals such as doctor/dentist/hairdresser/lawyer careers</li> <li>• job interviews applications</li> <li>• agreeing &amp; disagreeing</li> <li>• cooking from directions</li> <li>• asking for and giving opinions and/or advice</li> <li>• literary texts</li> </ul>	<p>Somos Así 2 French in Action</p> <p>News, current events</p>

World Languages  
Hinsdale Middle/High School

**Level: Advanced, Grades 11-12**

**Goal Two: 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.**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to observe, analyze, and interpret patterns of behavior and interacting in various settings</p> <p>Students will be able to identify, examine, and discuss connections between cultural perspectives and practices</p>	<p>Students are able to give an oral summary of a video scenario.</p> <p>Test on dialogue</p>	<p>Students describe a scene from a video.</p> <p>Students describe lessons tailored to different countries.</p>	<ul style="list-style-type: none"> <li>• emergencies</li> <li>• tragedies</li> <li>• current events &amp; problems</li> <li>• net &amp; intern news items</li> <li>• politics</li> <li>• historical figures</li> <li>• environmental issues</li> <li>• leaving &amp; taking messages</li> <li>• visits to the professionals such as doctor/dentist/hairdresser/lawyer careers</li> <li>• job interviews applications</li> <li>• agreeing &amp; disagreeing</li> <li>• cooking from directions</li> <li>• asking for and giving opinions and/or advice</li> <li>• literary texts</li> </ul>	<p>Videos</p> <p>Teacher brings in multicultural perspective</p>



World Languages  
Hinsdale Middle/High School

**Level: Advanced, Grades 11-12**

**Goal Two: Cultures: Gain knowledge and understanding of other cultures**

**Standard 2.2: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to identify, analyze, and evaluate themes, ideas, and perspectives related to various products such as daily use items, painting, literature, and items that are particular to the culture	Student report on an author, painter, or musician.	Students read and analyze literature. Students analyze a painting or musical composition.	<ul style="list-style-type: none"> <li>• emergencies</li> <li>• tragedies</li> <li>• current events &amp; problems</li> <li>• net &amp; intern news items</li> <li>• politics</li> <li>• historical figures</li> <li>• environmental issues</li> </ul>	Internet, CDs, slides, visual aides
Students will be able to identify, analyze, and evaluate music, dance, rituals and oral tradition	Students successfully interpret lyrics	Cloze activity while listening to a song in the target language	<ul style="list-style-type: none"> <li>• leaving &amp; taking messages</li> <li>• visits to the professionals such as doctor/dentist/hairstylist/lawyer careers</li> </ul>	CDs, videos
Students will be able to identify, discuss, and analyze social, economic and political institutions, and explore relationships among these institutions and perspectives	Students write an analysis of an event.	Students discuss current events, analyze historical events such as colonialism,	<ul style="list-style-type: none"> <li>• job interviews applications</li> <li>• agreeing &amp; disagreeing</li> <li>• cooking from directions</li> <li>• asking for and giving opinions and/or advice</li> <li>• literary texts</li> </ul>	Current event clips, movies

World Languages  
Hinsdale Middle/High School

**Level: Advanced, Grades 11-12**

**Goal Three: Connections: Connect with other disciplines and acquire information**

**Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
Students will be able to reinforce and further knowledge of other disciplines through the target language	Students write essays in target language of another subject.	Students read historical or scientific essays written in target language	<ul style="list-style-type: none"> <li>• emergencies</li> <li>• tragedies</li> <li>• current events &amp; problems</li> <li>• net &amp; intern news items</li> <li>• politics</li> <li>• historical figures</li> <li>• environmental issues</li> <li>• leaving &amp; taking messages</li> <li>• visits to the professionals such as</li> </ul>	Literary text  Books on history, science  Anthologies  Internet
Students will be able to discuss topics from other subjects including concepts, issues, and concerns	Students read and react to a topic.	Students discuss literature, history, theology, of target language.	<ul style="list-style-type: none"> <li>• doctor/dentist/hairstylist/lawyer careers</li> <li>• job interviews applications</li> <li>• agreeing &amp; disagreeing</li> <li>• cooking from directions</li> <li>• asking for and giving opinions and/or advice</li> <li>• literary texts</li> </ul>	
Students will be able to acquire and incorporate information from a variety of sources about a topic being studied in other subjects	Students participate in an oral discussion			

World Languages  
Hinsdale Middle/High School

**Level: Advanced, Grades 11-12**

**Goal Three: Connections: Connect with other disciplines and acquire information**

**Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to acquire information and recognize viewpoints only available in foreign language and culture</p> <p>Students will be able to discuss the content, themes, issues, and style points of songs, short stories, poems, plays, and articles written for native speakers of the target language</p> <p>Students will be able to discuss or prepare reports using a variety of sources and comparing these to the same topic written in English</p>	<p>Students write an essay based on target language perspective.</p> <p>Testing using essay responses.</p> <p>Students write a report comparing perspectives.</p>	<p>Students watch and interpret movies and videos clips</p> <p>Students discuss a story, song, or poem, describing recurring themes.</p> <p>Students read a newspaper from the target language and compare it with a similar story from an American paper.</p>	<ul style="list-style-type: none"> <li>• emergencies</li> <li>• tragedies</li> <li>• current events &amp; problems</li> <li>• net &amp; intern news items</li> <li>• politics</li> <li>• historical figures</li> <li>• environmental issues</li> <li>• leaving &amp; taking messages</li> <li>• visits to the professionals such as doctor/dentist/hairdresser/la wyer careers</li> <li>• job interviews applications</li> <li>• agreeing &amp; disagreeing</li> <li>• cooking from directions</li> <li>• asking for and giving opinions and/or advice</li> <li>• literary texts</li> </ul>	<p>Movies, video clips</p> <p>Anthologies</p> <p>Newspapers, magazines, and video clips in target language</p>

World Languages  
Hinsdale Middle/High School

**Level: Advanced, Grades 11-12**

**Goal Four: Comparisons: Develop insight into the nature of language and culture**

**Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of language through comparisons of the language studied and their own**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to understand nature of language: foreign language to English</p>	<p>Oral discussion  Essay on perception</p>	<p>Students think outside of their own perspective through discussion and comparing idioms.</p>	<ul style="list-style-type: none"> <li>• emergencies</li> <li>• tragedies</li> <li>• current events &amp; problems</li> <li>• net &amp; intern news items</li> <li>• politics</li> <li>• historical figures</li> <li>• environmental issues</li> <li>• leaving &amp; taking messages</li> <li>• visits to the professionals such as</li> </ul>	<p>Somos Así 2  French for Mastery  Situaciones</p>
<p>Students will be able to recognize that cognates have the same, as well as different, meanings among languages, and speculate about the evolution of languages</p>	<p>Cloze test</p>	<p>Students recognize similar words.</p>	<ul style="list-style-type: none"> <li>• doctor/dentist/hairdresser/lawyer careers</li> <li>• job interviews applications</li> <li>• agreeing &amp; disagreeing</li> <li>• cooking from directions</li> <li>• asking for and giving opinions and/or advice</li> <li>• literary texts</li> </ul>	<p>English grammar for French students  Spanish in Action</p>
<p>Students will be able to demonstrate an awareness that there are phrases and idioms that do not translate directly from one language to another</p>	<p>Students identify correct meaning of phrases and idioms.</p>	<p>Students analyze simple expressions and direct translations.</p>		
<p>Students will be able to analyze elements of the target language, such as time, tense, and word order, and compare these to comparable English elements</p>	<p>Quizzes</p>			

World Languages  
Hinsdale Middle/High School

**Level: Advanced, Grades 11-12**

**Goal Four: Comparisons: Develop insight into the nature of language and culture**

**Standard 4.2: Students demonstrate understanding of concept of culture through comparisons of the cultures studied and their own**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to compare nuances of meanings of words, idioms, and vocal inflections</p> <p>Students will be able to compare and contrast products, practices, and perspectives between the culture and their own culture</p> <p>Students will be able to identify and analyze cultural perspectives as reflected in a variety of literary genres</p>	<p>Text analysis</p> <p>Compare/contrast</p> <p>Tests, essays</p>	<p>Students look up and interpret poetry.</p> <p>Students compare short stories with life stories, fables and folk tales.</p> <p>Students discuss text from a cultural perspective.</p>	<ul style="list-style-type: none"> <li>• emergencies</li> <li>• tragedies</li> <li>• current events &amp; problems</li> <li>• net &amp; intern news items</li> <li>• politics</li> <li>• historical figures</li> <li>• environmental issues</li> <li>• leaving &amp; taking messages</li> <li>• visits to the professionals such as doctor/dentist/hairdresser/lawyer careers</li> <li>• job interviews applications</li> <li>• agreeing &amp; disagreeing</li> <li>• cooking from directions</li> <li>• asking for and giving opinions and/or advice</li> <li>• literary texts</li> </ul>	<p>Somos Así 2</p> <p>French for Mastery</p> <p>Internet</p> <p>Video an audio clips</p>

World Languages  
Hinsdale Middle/High School

**Level: Advanced, Grades 11-12**

**Goal Five: Communities: Participate in multilingual communities at home & around the world**

**Standard 5.1: Students use language both within and beyond the school setting**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to communicate orally or in writing with members of the other culture on topics of personal interest, community or world concern</p> <p>Students will be able to participate in career exploration which requires proficiency in the target language and other sources</p> <p>Students will be able to use the target language to get information from speakers of that language and other sources</p>	<p>Portfolio of correspondence</p> <p>Report on second language career opportunities</p> <p>Students interact with guest speakers.</p>	<p>Students correspond with target language speakers through letter writing of email.</p> <p>Students look up travel and/or tour information</p> <p>Students explore second language careers.</p> <p>Students interact with guest speakers.</p>	<ul style="list-style-type: none"> <li>• emergencies</li> <li>• tragedies</li> <li>• current events &amp; problems</li> <li>• net &amp; intern news items</li> <li>• politics</li> <li>• historical figures</li> <li>• environmental issues</li> <li>• leaving &amp; taking messages</li> <li>• visits to the professionals such as doctor/dentist/hairdresser/la wyer careers</li> <li>• job interviews applications</li> <li>• agreeing &amp; disagreeing</li> <li>• cooking from directions</li> <li>• asking for and giving opinions and/or advice</li> <li>• literary texts</li> </ul>	<p>Internet</p> <p>Tour guides</p> <p>Speakers of target language</p>

World Languages  
Hinsdale Middle/High School

**Level: Advanced, Grades 11-12**

**Goal Five: Communities: Participate in multi-lingual communities at home and around the world**

**Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.**

KNOWLEDGE & SKILLS	ASSESSMENT	ACTIVITIES	CONTENT	RESOURCES/MATERIALS
<p>Students will be able to read and/or use various media from the language and culture for personal growth or enjoyment</p> <p>Students will be able to establish and/or maintain interpersonal relations with speakers of the language</p> <p>Students will be able to join clubs or groups that promote language activities (such as trips, concerts, or plays)</p>	<p>Students plan travel to another country</p> <p>Portfolio of correspondence</p> <p>Participation in Language Club activities</p>	<p>Students view a soccer match in target language.</p> <p>Students read magazines or tour guides in target language.</p> <p>Students correspond with speakers of target language.</p> <p>Students visit a restaurant.</p> <p>Students plan a trip to Europe, Canada, Mexico.</p>	<ul style="list-style-type: none"> <li>• emergencies</li> <li>• tragedies</li> <li>• current events &amp; problems</li> <li>• net &amp; intern news items</li> <li>• politics</li> <li>• historical figures</li> <li>• environmental issues</li> <li>• leaving &amp; taking messages</li> <li>• visits to the professionals such as doctor/dentist/hairdresser/lawyer careers</li> <li>• job interviews applications</li> <li>• agreeing &amp; disagreeing</li> <li>• cooking from directions</li> <li>• asking for and giving opinions and/or advice</li> <li>• literary texts</li> </ul>	<p>Internet</p> <p>Film and video clips</p> <p>Language Club</p>