

**METROPOLITAN SCHOOL DISTRICT OF WASHINGTON TOWNSHIP
INDIANAPOLIS, INDIANA 46240**

MIDDLE SCHOOL EXPLORATORY FOREIGN LANGUAGE

JULY, 2003

GRADE 6 EXPLORATORY FOREIGN LANGUAGE

COURSE DESCRIPTION: This six-week course introduces the 6th grade student to the concepts common to the introductory levels of the foreign languages of French and Spanish and to their cultures. These concepts will be explored, but mastery is not expected at this level. This course is not a prerequisite to Level 1 French or Spanish at the middle school.

Core Vocabulary: Students will be able to recognize and pronounce letters/words in French and Spanish related to:

- Alphabet
- Classroom commands/requests
- Cognates
- Greeting/leave taking
- Month/days of the week
- Numbers 0 – 30

Throughout the six-week course in each language, students may complete a cultural project that will culminate with a presentation by each student.

Although the standards are presented as a list, they are not distinct and separable; but in fact they are interrelated and should be considered as a whole.

Standard 1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in the foreign language. (Interpersonal)

- ◆ Participate in brief guided conversations, related greetings and leave taking in the foreign language.
- ◆ Understand and use appropriate forms of address in courtesy expressions in the foreign language.
- ◆ Make introductions of themselves and classmates in the foreign language.
- ◆ Ask and answer simple questions orally in the foreign language.
- ◆ Make routine requests in the classroom in the foreign language
- ◆ Describe state of being in simple phrases in the foreign language.
- ◆ Express basic agreement and disagreement in the foreign language.

Standard 2: Students understand and interpret written and spoken language in the foreign language on a variety of topics. (Interpretive)

- ◆ Comprehend and respond to brief written directions and information in the foreign language.
- ◆ Respond to simple oral directions and commands in the foreign language.
- ◆ Respond to routine requests in the classroom in the foreign language.
- ◆ Recognize numbers zero to thirty orally and in writing in the foreign language.
- ◆ Comprehend calendar items (months, days, order of days) in the foreign language.
- ◆ Recognize letters of the alphabet when spoken.

Standard 3: Students present information, concepts, and ideas in the foreign language to an audience of listeners or readers on a variety of topics. (Presentational)

- ◆ Write familiar words and phrases in the foreign language.
- ◆ Count to thirty in the foreign language.
- ◆ State one's age in the foreign language.
- ◆ State the month, date of one's birthday in the foreign language.
- ◆ Pronounce the alphabet in the foreign language.
- ◆ Spell names in the foreign language.
- ◆ Provide simple descriptions of people, places, and objects in the foreign language.
- T Demonstrate ability and self-discipline to collect, organize, and analyze information.
- T Use keyboards and other common input and output devices efficiently and effectively as developmentally appropriate.

- ◆ Indiana Performance Indicators
- ◇ MSDWT Performance Indicators
- T MSDWT Technology Proficiencies

Potential Activities for Instruction and/or Assessment

Character Values: In designing instructional activities to meet the three standards related to the goal of *Communication*, the district's identified values of *Responsibility, Respect, Self-Discipline, Caring and Courage* must be emphasized and developed.

Standard 1:

- Role playing
- Interviewing
- Presenting dialogs
- Listening and responding to the foreign language from a variety of sources
- Playing games and other competitive group activities
- T Recording
- T Video taping

Standard 2:

- Taking dictation
- Using flash cards
- Translating
- Role playing
- Using mimes or simulations
- Drawing what is heard
- Playing games and completing other group activities
- Completing structural exercises
- T Listening to audio and video tapes

Standard 3:

- Describing people, room, pictures, etc.
- Making posters and displays
- Playing games and completing other group activities
- ◇ Word processing

Examples

Standard 1:

1. Greet and take leave of classmates and the teacher in a **respectful** manner.
2. Ask permission to go to the restroom, to sharpen a pencil, etc.
3. Ask and respond appropriately to questions, such as, *How are you? I'm fine.*
4. Agree or disagree respectfully with others' preferences with expressions such as *yes, no.*
5. Show courage by recording dialogues in which students role-play meeting each other for the first time.

Standard 2:

1. Respond appropriately through physical action to requests, e.g., *Put your book on the desk., Go to the blackboard., Open your book to page 30., Take out paper and pencil.*
2. Make an appropriate physical response, e.g., pointing to a corresponding picture, object, etc.
3. Show self-discipline by planning a presentation of a target country via the Internet adhering to a timeline.

Standard 3:

1. Proudly introduce him/herself to the class.
2. Spell his/her name for the class in the foreign language.

Although the standards are presented as a list, they are not distinct and separable; but in fact they are interrelated and should be considered as a whole.

Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture.

- ◆ Demonstrate greeting and leave-taking behaviors in a variety of social situations.
- ◆ Make and respond to introductions.
- ◆ Show caring for others by using appropriate courtesy expressions, e.g., *please, thank you, excuse me, etc.*
- ◆ Make simple polite, respectful requests.
- ◆ Recognize and respect cultural differences, e.g., dress, foods, dwellings, gestures, concept of time, holiday celebrations.

Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

- Identify the vital statistics about a target foreign country.

- ◆ Indiana Performance Indicators
- ◇ MSDWT Performance Indicators
- ◇ MSDWT Technology Proficiencies

Potential Activities for Instruction and/or Assessment

Character Values: In designing instructional activities to meet the two standards related to the goal of *Culture*, the district's identified values of *Responsibility, Respect, Self-Discipline, Caring and Courage* must be emphasized and developed.

Standard 4:

- Role-playing and dramas
- Presenting oral reports
- Making posters and displays
- Having guest speakers
- T Watching videos
- T Accessing authentic documents on foreign language web sites
- T Listening to audio and video tapes

Standard 5:

- Making maps and studying geography
- Making posters and displays
- Studying historical events and celebrations

Examples

Standard 4:

1. Respond appropriately to different forms of greeting and leave-taking.
2. Have the self-discipline to role-play introductions in the foreign language in front of a peer audience.
3. Interpret dates and times, e.g., 5/7/99 means July 5, 1999 and not May 7, 1999; 21.30 means 9:30 p.m.
4. Identify major holidays and celebrations unique to the foreign culture.
5. Describe respectfully what is occurring in a video of a cultural celebration.
6. Guided video activity: make comparisons between cultures.
7. Cultural video: explain basic culture through video presentation.

Standard 5:

1. Create a poster presentation that identifies the vital statistics of a target foreign country.
2. Identify foreign products sold in our country via a "show and tell".

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Standard 6: Students reinforce and further their knowledge of other disciplines through the foreign language.

- ◆ Demonstrate knowledge of the major geographical features (e.g., mountains, rivers, major cities, etc.) of identified countries or regions where the foreign language is spoken.
- ◆ Apply mathematical skills in the foreign language.
- ◆ Identify typical cuisine of the foreign culture.
- ◆ Demonstrate an awareness of vital statistics of the foreign culture.

Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

- ◆ Extract identified information from selected authentic sources.
- ◇ Demonstrate an awareness of the basic characteristics of the target culture, e.g. population, religion, currency, etc.
- ◇ Demonstrate an awareness of the writing system of the foreign culture.

- ◆ Indiana Performance Indicators
- ◇ MSDWT Performance Indicators
- T MSDWT Technology Proficiencies

Potential Activities for Instruction and/or Assessment

Character Values: In designing instructional activities to meet the two standards related to the goal of *Connections*, the district's identified values of *Responsibility, Respect, Self-Discipline, Caring and Courage* must be emphasized and developed.

Standard 6:

- Making maps, posters and displays
- Solving mathematical problems (e.g. add, subtract, multiply)
- Singing songs
- Dancing
- Using graphic organizers
- Writing or presenting a report
- Listening to guest speakers
- T Watching country/cultural videos
- T Listening to music
- T Using word processing

Standard 7:

- Reading selections from print media
- Demonstrating appropriate and respectful use of non-verbal communication
- Making maps, posters and displays
- Writing or presenting a report
- Preparing/sampling food
- Solving mathematical problems (e.g. weight, height, clothing size, distance, volume, time, currency)
- Singing songs
- Dancing
- Using graphic organizers
- T Listening to music and live radio via internet
- T Watching films, documentaries, television programs
- T Accessing web pages from the target culture.

Examples

Standard 6:

1. Prepare a poster presentation about the vital statistics of a target foreign country that respects the country's values.
2. Make a collage of favorite foreign foods to present to a group of peers.
3. Complete verbal math problems in the foreign language.

Standard 7:

1. Respectfully view videos about target countries/celebrations.
2. Study foreign currencies via a "show and tell".

Although the standards are presented as a list, they are not distinct and separable; but in fact they are interrelated and should be considered as a whole.

Standard 8: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

- ◆ Recognize word borrowings and false cognates among languages.
- ◆ Identify different titles of address and respect used in the foreign country.
- ◆ Recognize differences in the writing systems among languages.
- ◆ Recognize that other languages and/or dialects may be spoken by large groups of people within the foreign culture.

Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

- ◆ Compare vital statistics in the foreign culture with students' own culture.

- ◆ Indiana Performance Indicators
- ◇ MSDWT Performance Indicators
- T MSDWT Technology Proficiencies

Potential Activities for Instruction and/or Assessment

Character Values: In designing instructional activities to meet the two standards related to the goal of *Comparisons*, the district's identified values of *Responsibility, Respect, Self-Discipline, Caring and Courage* must be emphasized and developed.

Standard 8:

- Role-playing
- Playing games
- Using flashcards
- Using graphic organizers
- Identifying cognates
- Making maps, posters and displays
- Writing or presenting reports
- Translating word or phrases
- T Searching for cognates on authentic web sites

Standard 9:

- Using graphic organizers
- Making posters and displays
- Role-playing
- T Writing or presenting reports
- T Watching country/cultural videos in a respectful manner

Examples

Standard 8:

1. Study a map of Indiana and identify the locations (e.g., cities, rivers, etc.) that have a name derived from the foreign language.
2. Identify dictionary words that come from the foreign language.
3. Write a brief report on the origins of language.

Standard 9:

1. Identify similarities and differences in populations, currency, climate, etc.
2. Create a Venn diagram identifying cultural differences important to the student.
3. Create a role-play to emphasize cultural comparisons in a respectful manner.

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Standard 10: Students use the language both within and beyond the school setting.

- ◆ Recognize applications and uses of the foreign language within the school and local community.
- ◆ Have the courage and self-discipline to practice oral or written use of the foreign language with an outside audience.
- T Demonstrate the ability to share and communicate information at home, school, and the global community as developmentally appropriate.

Standard 11: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

- ◆ Appreciate and respect various aspects of the foreign culture.
- T Demonstrate positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and creativity.

- ◆ Indiana Performance Indicators
- ◇ MSDWT Performance Indicators
- T MSDWT Technology Proficiencies

Potential Activities for Instruction and/or Assessment

Character Values: In designing instructional activities to meet the two standards related to the goal of *Comparisons*, the district's identified values of *Responsibility, Respect, Self-Discipline, Caring and Courage* must be emphasized and developed.

Standard 10:

- Having guest speakers
- Participating in community activities involving the foreign culture
- Role-playing

Standard 11:

We believe that standard 11 is a process that will be incorporated throughout the previous 10 standards and therefore can not be assessed separately.

- Participating in community activities involving the foreign culture
- T Investigating resources in the community related to the foreign culture via the Internet

Examples

Standard 10:

1. Identify geographical features, currency, products, etc.
2. Prepare a written report based on participation in a community activity.

Standard 11:

1. Identify examples representative of the foreign culture in the community, e.g., decorative arts, architecture, cuisine, products sold, etc.
2. Identify countries and regions on a world map where the foreign language is spoken.
3. Read about the foreign culture in a variety of media sources.
4. Be responsible and respectful when visiting a restaurant operated by speakers of the foreign language.

VOCABULARY AND PHRASES FOR GRADE 6 EXPLORATORY

Vocabulary List—Greetings and Goodbyes

(These words will be taught for either French or Spanish)

Hello.

Goodbye.

Good morning.

Good evening.

Goodnight.

Nice to meet you.

Likewise.

What's your name?

My name is _____.

Where are you from?

I am from _____.

See you later.

See you tomorrow.

Titles of address.

Vocabulary List—Classroom Commands/Requests

(These words will be taught for either French or Spanish)

Sit down.

Stand up.

May I _____ (sharpen pencil, go to the restroom, get a drink, etc.)?

Quiet, please.

Open your book.

Close your book.

Turn in/Pass up your papers.

Listen.

Raise your hand.

Put your hand(s) down.

Read.

Study.

Work with a partner.

Turn around

Point to/Show me

Touch

Take/Pick up

Put down

Pay attention

Speak (French/Spanish)

Walk/Go (fast/slow etc)

Look at

Give/Give me

Write

Turn on lights

Turn off lights

Please repeat

I don't understand

Where is the _____ (restroom, book, pencil, etc.)

I don't speak (French or Spanish) well

Vocabulary List – Nouns

(These words will be taught for either French or Spanish)

Book

Pen

Pencil

Folder/Notebook

Paper)

Bookbag

Eraser

Board

Flag

Chair

Desk

Student desk

Computer

TV

Overhead projector

Screen

Bookcase/bookshelf

Door

Window

Wall

Trash can/waste basket

Telephone

Tape

Glue

Marker

Ruler

Scissors

Colored pencils/crayons

List of cognates for grade 6 exploratory

Les sports	Les professions	Les nourritures	La famille	L'école et la classe
Football Basket Ski Canoe-kayak Baseball Cyclisme	Professeur Acteur Policier Militaire Mécanicien électricien touriste	Carotte banane céréale chocolat salade sandwich toast biscuits oignons etc.	ancêtre famille maman papa oncle nièce cousin personne	Table Professeur Activités classe géographie histoire science

Description et couleurs	Miscellaneous
Orange Bleu Brun charmant Stupide Content Intelligent Moderne Timide modeste	Aéroport Américain appartement armée arriver art autobus automobile bleu réalité sandale hôpital hôtel

List of cognates for Spanish Exploratory:

El Mapa:

1. continente
2. península
3. Europa
4. forman
5. norte
6. este
7. concierto
8. montañas
9. importante
10. centro

Las Clases:

1. biología
2. ciencias
3. inglés
4. álgebra
5. educación física
6. historia
7. matemáticas
8. español
9. arte
10. música
11. geografía

Los Deportes:

1. béisbol
2. fútbol
3. tenis
4. vólibol
5. básquetbol

La Gente:

1. actriz
2. artista
3. dentista
4. doctor
5. familia
6. piloto
7. profesor

Las Cosas:

1. aire
2. automóvil
3. banco
4. bicicleta
5. calculadora
6. océano
7. gorila
8. huracán
9. foto
10. trompeta
11. tren
12. teléfono
13. tigre

La Comida:

1. chocolate
2. crema
3. tomate
4. hamburguesa
5. fruta
6. banana
7. pera
8. ensalada
9. limonada
10. café

La Descripción:

1. favorito
2. fantástico
3. fabuloso
4. excelente
5. delicioso
6. diferente
7. impaciente
8. interesante
9. generoso
10. cómico