

Curriculum Guide

Modern Languages Grades 9-12

French, German and Spanish

Office of Education
North American Division
of Seventh-day Adventists

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Acknowledgments

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Philosophy

The underlying principles of Seventh-day Adventist education are founded upon God's Word. Christian education is grounded on the principle of God as Creator and human beings as the masterpiece of His creation, possessing minds capable of grasping spiritual and intellectual truths. Adventist education provides an atmosphere of learning that is conducive to the optimum development of the complete student.

Seventh-day Adventist education places a high estimate on the infinite worth of every individual and seeks to provide a climate in which a positive self-image may be developed. A knowledge and acceptance of God's plan for our redemption is of first importance in the school experience. Students are given opportunities to accept Jesus as their personal Savior.

The essential structures and vocabulary topics in this guide reflect the general Seventh-day Adventist philosophy of education for the student to succeed in this world and prepare for a world yet to come. Academic excellence is promoted by challenging students to use fully their intellectual capacities. The students' understanding of fundamental concepts, their ability to make decisions, their application of problem solving and inquiry skills are essential.

The major impact of this philosophy on the student will come through an enthusiastic Spirit-led teacher. In addition to regularly planned instruction, the teacher is encouraged to capitalize on the inspiration of the moment to reinforce the goals, concepts, and values of Seventh-day Adventist curriculum. The Holy Spirit may often prompt the thinking of the Christ-centered teacher and/or student to illustrate valuable lessons that cannot be anticipated in the curriculum guide.

Rationale

The study of language and culture, in the context of the gospel commission, assists in the development of the desire, motivation and ability to serve God and man. The international nature of the Seventh-day Adventist Church makes it imperative that the study of other languages be an integral part of the curriculum, thus exposing large numbers of students to broad cultural perspectives of various national groups. Viewed in this context, language instruction makes a unique contribution to the educational program of the Seventh-day Adventist Church because language learning plays a major role in fulfilling the gospel commission.

In addition, modern languages* are an increasingly important vehicle for knowledge, communication, employment opportunities, and world-wide cultural understanding. Language is the most complete expression of the culture of any people. Thus, culture cannot be separated from language. As language skills are acquired, the student's insight and understanding of cultures develop. The instruction of a modern language promises close, personal relationships between individuals and nations of different cultures. It should strengthen ties between peoples of different geographical locations and political viewpoints. Modern language instruction also seeks to develop within the student a curiosity for learning and a desire to continue learning. As a result, the student is better able to realize his or her life goals.

* It is recognized that various terminology is used to describe the modern language content area (e.g., *world languages*, *second languages*, *foreign languages*). It is also recognized that each expression, including *Modern Languages*, has both strengths and weaknesses.

Introduction

The *Modern Language Curriculum Guide* is designed for two-year (Level 1 and Level 2) modern language programs in French, German, and Spanish for Seventh-day Adventist secondary schools. Teachers in schools that offer more than two years of these courses will need to develop their own programs based on the concepts presented in this guide. This guide has been adapted from the format created by the Montgomery County Public Schools in Maryland and aligns with the United States *National Standards for Foreign Language Learning in the 21st Century*. This national document states the five goals (Five C's) and eleven standards that all foreign language students must achieve in order to become proficient in the language.

Traditionally, foreign language learning has involved a “four-skills” approach. Teachers and textbooks organized curricula in terms of listening, speaking, reading, and writing. In more recent years, the orientation toward proficiency and functional language has led to an emphasis on developing real-world skills.

This guide uses a thematic approach with each theme being sub-divided into topics. A page is provided for each topic. The page is divided into two tables:

The first table contains a list of performance objectives. A performance objective states what a student should know and be able to do at each level of instruction. These objectives are aligned with the goals and the standards addressed by the topic. On the right side of the table are two columns. The first column lists the national standard and the second column lists the number of the FACT-21core element in Adventist education that should be addressed.

The second table arranged by language, includes essential structures and vocabulary topics required to achieve the objectives. These essential structures and vocabulary topics constitute the scope of the instructional program. Teachers should select additional structures and vocabulary to reflect students' needs and interests in each topic area.

Within a given theme area, the performance objectives of the **communication** goal are the primary focus. The performance objectives in the other goal areas of **culture**, **comparison**, **connection**, and **communities** provide a broader context in which the students learn the language. Central to these five goals is the intention to integrate **Christ** into all areas of modern languages curriculum.

The role of the textbook in a standards-based curriculum is that of a supportive tool. Textbooks will change while the curriculum remains the essence of what students should know and be able to do with the language. It is expected that teachers will use a variety of authentic and classroom resources and teaching approaches to meet diverse student interests and abilities. Through teaching strategies such as large and small group instruction, pair and group communicative activities, class discussions, individual projects, dramatizations, games, and integration of technology, students are actively engaged in language learning. In the classroom the target language is used to the greatest extent possible.

Standards for Foreign Language Learning

The academic standards for each level of instruction are organized around five goal areas of language learning. (1) Communication, (2) Cultures, (3) Connections, (4) Comparisons, (5) Communities. For each goal there are two or three standards whose purpose is to describe what students of Foreign Languages should know and be able to do at the end of each level of study. The standards do not *prescribe how students should get there; rather, they offer guidance to those responsible for assisting them on the journey.*

Communication

Communicate in Languages Other Than English

As the world moves toward a global community, it is increasingly important for foreign language study to result in proficiencies that enable students to engage in conversation, interpret authentic materials, and present concepts in a language other than their own.

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

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

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

Cultures

Gain Knowledge and Understanding of Other Cultures

The sharing and learning of customs increase students' understanding of the cultural perspectives that generate patterns of behavior, ways of life, world views, and contributions in the multiple countries and regions where the language is spoken.

Standard 2.1: Students demonstrate an understanding of the relationship between the values, practices, and perspectives of the culture studied, including the various subcultures.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

As students increase their proficiency in another language, they acquire skills which empower them to gain knowledge in other disciplines and sensitivity to a variety of viewpoints in the target culture.

Standard 3.1: Students reinforce and further their knowledge of other disciplines and God's Word through the foreign language.

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

Comparisons

Develop Insight into the Nature or Language and Culture

Students develop their critical thinking abilities as they become aware of the similarities and differences between their first and second languages. In so doing, they gain new perspectives on their own language and culture.

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

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

Communities

Participate in Multilingual Communities at Home and Around the World

Learning a foreign language empowers an individual with a greater variety of career options, increased lifelong learning opportunities, and enhanced leisure activities.

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

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment, enrichment and spiritual growth within the family and global community.

Goals

Modern Language education in the North American Division will help students:

- Communicate with people in other cultures in a variety of settings.
- Develop language proficiency and linguistic accuracy.
- Be aware of and sensitive to cultures and languages of others and their own.
- Access information by connecting with other disciplines.
- Compare and contrast world cultures.
- Prepare for success in a global, multi-lingual society.
- Desire to serve people in their own and other cultures.
- Strengthen their reasoning skills.
- Develop a desire for life-long Modern Language learning.
- Meet high school graduation requirements and college entrance prerequisites.
- Prepare to fulfill the mission of the world wide Seventh-day Adventist Church.

Comparison of Fact - 21 Core Curriculum Essential Elements and NAD Curriculum Guide for Modern Language

	Communication	Cultures	Connections	Comparisons	Communities
FACT-21 ESSENTIAL ELEMENTS					
I. Accept God and His Word					
A. Accept God as the Creator, Redeemer, and the Source of knowledge and wisdom.					
B. Have a developing knowledge of God's Word.	1.2				
C. Accept Christ as one's personal Savior as affirmed through baptism.					
D. Acknowledge the power of prayer and its role in making decisions.					
E. Value God's inspired writings and created works as sources of His revelation.	1.2				
F. Identify and use God-given spiritual gifts.					
G. Understand the appropriate roles of law and grace in salvation.					
H. Discover enjoyment in the study of God's Word.	1.2, 3		3.1		5.2
I. Voluntarily maintain personal devotions.					
J. Value and participate in corporate forms of worship.	1.3				5.1
K. Accept God's Word as the basis for making decisions in the daily experiences of life.			3.2		
L. Apply biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.					
II. Commitment to the Church					
A. Participate actively in the offices and functions of the local church.					
B. Understand the structure and operation of the Seventh-day Adventist Church organization.					
C. Become involved in the global mission of the Seventh-day Adventist Church.					
D. Participate in the witnessing, outreach, and soulwinning activities of the local church.					5.1
E. Understand the doctrines of the Seventh-day Adventist Church.					
F. Appreciate the rich heritage and providential development of the Seventh-day Adventist Church.		2.3			
G. Relate to lifestyle and cultural issues based on biblical principles.		2.1			

	Communication	Cultures	Connections	Comparisons	Communities
FACT-21 ESSENTIAL ELEMENTS					
H. Evaluate and exhibit lifestyle choices consistent with those of Seventh-day Adventist Christians.		2.1			
III. Family and Interpersonal Relationships					
A. Develop effective interpersonal skills in family and other relationships.		2.1			5.1
B. Recognize God’s ideal of the family as the basic unit of society.		2.1			5.2
C. Develop a sensitivity for the diversity in others.				4.2	
D. Acquire knowledge, attitudes and skills essential to meeting family responsibilities whether living alone or with others.					
E. Reflect Christian principles through refinement in taste, decorum, language, dress, and courtesy.		2.1	3.2	4.2	5.2
F. Develop a sense of self-worth in harmony with Christian ideals.					
G. Understand sexuality and its expression in the context of God’s ideal.					
H. Develop the attitudes and behaviors necessary for successful marriage and parenting.		2.1			5.2
IV. Responsible Citizenship					
A. Understand, accept and respect the diversity of others.		2.1			
B. Exhibit concern and sensitivity for other peoples and cultures.		2.1	3.2	4.2	
C. Assume civic responsibility in one’s local, national and global community.					
D. Have an awareness of the role of the Christian as a member of a global community.			3.2		5.2
E. Understand the functions of governments and their impact on individuals and society.		2.,2		4.2	5.2
F. Analyze current events in the light of history and prophecy.					
G. Assume an active role in nurturing and preserving one’s environment.		2.2			
V. Healthy Balanced Living					
A. Recognize that a healthy lifestyle is a key to quality living.		2.1			
A. Engage in regular exercise for sustained health.					
B. Understand the relationship of wellness to an optimum relationship with God.					
C. Avoid at-risk behavior in the interest of preserving God-given health.					
D. Value cooperation, teamwork, and sportsmanship.	1.1	2.1			

	Communication	Cultures	Connections	Comparisons	Communities
FACT-21 ESSENTIAL ELEMENTS					
E. Apply Christian principles to recreation and sports.					
F. Achieve a balance in work, leisure, social, and spiritual activities.					5.2
G. Realize the impact of emotions on spiritual, physical, social, and intellectual growth.					
VI. Intellectual Development					
A. Broaden intellectual abilities through the study of God’s Word.					
B. Use critical and creative thinking skills in decision making and problem solving.	1.2, 3				
C. Develop intellectual competence in natural sciences and mathematics, arts, humanities, social sciences, and applied arts.			3.1		5.2
D. Develop effective ways to learn, study, and to locate and organize information.	1.2		3.2		
E. Understand how intellectual processes are influenced by a healthy lifestyle.					
F. Relate thinking skills to “real world” experiences.	1.2, 3	2.1		5.1, 2	
G. Integrate Bible-based principles throughout the whole range of thought and intellectual development.					
H. Apply the principle of life-long learning.					5.2
VII. Communication Skills					
A. Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language.	1.1, 2 1.3				5.1
B. Use communication skills in ways that enhance one’s Christian witness.			3.1		5.2
C. Understand how sensitivity to the feelings of others affects communication.	1.1	2.1			
D. Communicate effectively with other cultures and language groups.	1.1, 2, 3				5.1
E. Use media to enhance communication.	1.2		3.2		
F. Employ language in ways that edify and uplift.	1.1	2.1			5.2
G. Make appropriate choices when encountering all forms of media communication.	1.3	2.2			
VIII. Life Skills					
A. Develop responsible decision-making skills.					
B. Utilize effective communication skills.	1.3				5.2
C. Recognize, develop, and maintain positive self-esteem.					

	Communication	Cultures	Connections	Comparisons	Communities
FACT-21 ESSENTIAL ELEMENTS					
D. Appropriately manage one's personal finances.					
E. Acquire skill in the use of computers and other forms of technology.			3.1		
F. Develop basic home-management skills.					
G. Interact effectively in groups.	1.1, 3				
H. Develop conflict resolution skills.					
I. Manage time effectively.					
IX. Aesthetic Appreciation					
A. View God as the Author of beauty both in His creation and in human expression.					
B. Employ Christian principles as a basis for creative appreciation and expression.					
C. Appreciate the creative and performing arts.			3.1		
D. Develop artistic talents to their fullest potential.					
E. Develop self-confidence through practice and public performance.	1.3				5.1
F. Use aesthetic expression as a means of communication and service.					
X. Career and Service					
A. Develop a strong Christian work ethic which respects the dignity of labor.					
B. Develop an awareness of career options and opportunities as they relate to the mission of the church and to the changing world.		2.3			5.2
C. Recognize the role of useful work in achieving and maintaining self-worth and self-development.					
D. Develop practical work skills that will enhance employability.					5.1, 2
E. Experience the joy of serving others.					5.2
F. Identify the match between one's talents and career options.					5.2

Modern Language

Level 1 A

New Classes, New Friends

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Level 1 B

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Level 1A	NEW CLASSES, NEW FRIENDS		Foundations
<p>Communication</p> <ul style="list-style-type: none"> ● Use the target language alphabet to spell words (names and countries) including diacritical marks. ● Recognize the target language alphabet when words and names are spelled aloud. <p>Cultures</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of the target language origin and where it is spoken in the world. ● Compare language differences among target language speaking countries. <p>Connections</p> <ul style="list-style-type: none"> ● Use knowledge of map skills to identify and locate countries and capitals where the target language is spoken. <p>Comparisons</p> <ul style="list-style-type: none"> ● Define the concept of a cognate and recognize cognates in context. ● Compare the use of diacritical marks and punctuation. <p>Communities</p> <ul style="list-style-type: none"> ● Find evidence of target language and cultures in your community. 	<p>National Standard</p> <p>1.1</p> <p>1.2</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>4.1</p> <p>5.2</p>	<p>FACT 21</p> <p>IV-A</p> <p>VI-D</p> <p>IV-A II-G</p>	

Spanish	French	German
<p>Essential Structures Diacritical marks Punctuation Capitalization</p> <p>Vocabulary Topics Names of countries and capitals Vowel sounds Alphabet</p>	<p>Essential Structures Diacritical marks Punctuation Capitalization Subject pronouns</p> <p>Vocabulary Topics Names of countries and capitals Alphabet</p>	<p>Essential Structures Diacritical marks Punctuation Capitalization</p> <p>Vocabulary Topics Names of countries and capitals Vowel sounds Alphabet</p>

Level 1A	NEW CLASSES, NEW FRIENDS		Greetings
<p>Communication</p> <ul style="list-style-type: none"> ● Engage in introductory conversations. ● Greet each other and exchange basic information such as name, nationality, and birthplace. ● Exchange phone numbers and e-mail addresses. ● Interpret and demonstrate an understanding of basic introductory conversation. ● Present basic introductions. <p>Cultures</p> <ul style="list-style-type: none"> ● Recognize appropriate expressions (formal vs. informal) and gestures for greetings and farewells. <p>Comparisons</p> <ul style="list-style-type: none"> ● Compare the common forms of address where target language is taught. ● Compare the use of gestures for greeting and leave-taking in your country and target culture. 	<p>National Standard</p> <p>1.1 1.1 1.2 1.2 1.3</p> <p>2.1</p> <p>4.1 4.2</p>	<p>FACT 21</p> <p>VII-C VII-D</p> <p>III-E VIII-B</p>	

Spanish	French	German
<p>Essential Structures Formal vs. informal forms of address Question formation Interrogatives ¿Qué?, ¿De dónde? <i>Estar</i> with feelings <i>ser</i>: soy/eres/es</p> <p>Vocabulary Topics Greetings Nationalities and origin 0-100</p>	<p>Essential Structures Formal vs. informal forms of address Question formation Interrogative words</p> <p>Vocabulary Topics Greetings Nationalities Introducing self and others 0-10</p>	<p>Essential Structures Formal vs. informal forms of address Question formation Interrogative words Personal pronouns <i>Woher kommst du?</i> <i>Woher kommen Sie?</i> <i>Wie geht es dir?/Wie geht es Ihnen?</i> <i>Es geht mir gut.</i> <i>Was?</i></p> <p>Vocabulary Topics Greetings Nationalities</p>

Level 1A	NEW CLASSES, NEW FRIENDS	Getting Acquainted
<p>Communication</p> <ul style="list-style-type: none"> ● Provide and obtain information about yourself and others. ● Ask and answer questions about age. ● Exchange information about birthday, nationality, place of birth, address, and physical description. ● Express likes and dislikes. <p>● Interpret and demonstrate an understanding of personal data on forms.</p> <p>● Demonstrate comprehension of oral and written descriptions of peers or famous people including their physical descriptions and personality.</p> <p>● Present a biographical sketch.</p> <p>Cultures</p> <ul style="list-style-type: none"> ● Explain the relationship between a practice and a perspective of the target language culture in your community or in target language countries (e.g., greeting practices, formal vs. informal, forms of address, gestures, and personal space). <p>Connections</p> <ul style="list-style-type: none"> ● Use the metric system to express height and weight. ● Use authentic material and resources to illustrate the metric system. <p>Comparisons</p> <ul style="list-style-type: none"> ● Compare the way dates, names and addresses are expressed. 	<p>National Standard</p> <p>1.1</p> <p>1.1</p> <p>1.1</p> <p>1.1</p> <p>1.2</p> <p>1.2</p> <p>1.3</p> <p>2.1</p> <p>3.1</p> <p>3.1</p> <p>4.1</p>	<p>FACT 21</p> <p>VIII-G</p> <p>III-C IV-B</p>

Spanish	French	German
<p>Essential Structures Subject pronouns Adjective agreement Date and address format <i>Ser</i> <i>Tener</i> <i>Gustar</i> Indirect object pronouns <i>me, te, le</i></p> <p>Vocabulary Topics Basic parts of the body Months Physical descriptions Personality characteristics Personal data</p>	<p>Essential Structures Subject pronouns Adjective agreement (e.g. <i>if</i> and <i>ien</i> ending) Date and address format <i>J'aime ...</i> <i>J'ai/il a</i> <i>Je suis/il est</i></p> <p>Vocabulary Topics Basic parts of the body Months Physical descriptions Personal data 0-20</p>	<p>Essential Structures Subject pronouns Gender Date and address format <i>sein</i> <i>haben</i> <i>gern haben, mögen</i></p> <p>Vocabulary Topics Basic parts of the body Months Physical descriptions Personal data</p>

Level 1A		NEW CLASSES, NEW FRIENDS		School
Communication			National Standard	FACT 21
● Exchange basic information about classes, class schedules, class preferences, school-related activities and classroom supplies.			1.1	
● Use days of the week and time to talk about daily schedules.			1.1	
● Ask and answer questions about class preferences and schedules.			1.1	
● Interpret and demonstrate an understanding of a class schedule in the target language.			1.2	
● Comprehend short conversations among peers about their favorite classes and activities at school.			1.2	
● Identify school supplies.			1.2	
● Recognize and use basic classroom expressions.			1.2	
● Recognize spoken numbers and numbers written as words.			1.2	
● Recite and use numbers in context.			1.3	
● Create a list of important classroom items.			1.3	
● Write information about your class schedule.			1.3	
Cultures				
● Demonstrate an understanding of a typical school day in a target culture.			2.1	
Connections				
● Use numbers to perform mathematical operations and measurements.			3.1	VI-C
● Use numbers to develop associations with biblical concepts (e.g., 7-Sabbath, 3 Angels Messages, 10 Commandments, 12 Disciples).			3.1	I-H VI-A
Comparisons				
● Compare the number/gender concept using definite and indefinite articles.			4.1	
● Compare school systems in your country and those in target language countries.			4.2	
Communities				
● Communicate with a native-speaker of the target language about class and activity preferences.			5.2	
Spanish	French	German		
Essential Structures Present tense - <i>ar</i> verbs Definite/indefinite articles Number/gender Telling time <i>Hay</i> Review (<i>me, te, le gusta(n)</i>) Infinitives with <i>gustar</i>	Essential Structures Definite/indefinite articles Number/gender agreement Telling time <i>er</i> verbs (e.g. <i>aimer</i>) <i>ir</i> verbs (e.g. <i>finir</i>) Question formation using <i>est-ce que, qu'est-ce que c'est?</i>	Essential Structures Definite/indefinite articles Number/gender Telling time <i>Es gibt...</i> <i>ich/ du/ er, sie, es (mögen)</i> <i>gern haben</i> Indefinite articles Plural formation Vocabulary Topics Classroom expressions and questions Classroom related vocabulary Biblical terms Days of the week Ordinal numbers Numbers 0-100 <i>Welche? Wann? Warum?</i>		
Vocabulary Topics Classroom expressions and questions Classroom related vocabulary Biblical terms Days of the week Ordinal numbers Numbers 0-100 <i>¿Cuál? ¿Cuándo? ¿Por qué?</i>	Vocabulary Topics Classroom expressions and questions Classroom related vocabulary Biblical terms Days of the week Ordinal numbers Numbers 0-100 <i>Où, Oùand comment?</i>	Vocabulary Topics Classroom expressions and questions Classroom related vocabulary Biblical terms Days of the week Ordinal numbers Numbers 0-100 <i>Welche? Wann? Warum?</i>		

Level 1A	HAVING FUN	Pastimes	
Communication		National Standard	FACT 21
● Engage in conversations about leisure-time activities in the context of weather and seasons.		1.1	
● Express aches and pains related to activities.		1.1	
● Engage in conversation and describe the weather in various parts of the world.		1.1	
● Express likes and dislikes.		1.1	
● Interpret and demonstrate an understanding of basic weather reports. (Use media and Internet.)		1.2	
● Present basic information about preferred activities.		1.3	
● Present a simple weather report for a target language-speaking city.		1.3	
Cultures			
● Demonstrate knowledge of typical leisure time activities in target language-speaking countries.		2.1	I-L
● Discuss famous sports or entertainment personalities from the target culture, including their country of origin and significant contributions.		2.2	
Connections			
● Use Celsius temperature scale and other metric measurements.		3.1	VI-F
● Demonstrate understanding of different seasons in northern/southern hemispheres.		3.1	
● Use authentic materials to describe the weather.		3.2	
Comparisons			
● Express verb conjugation, sentence structure, and negation.		4.1	
● Compare use of definite article with body parts in target language to use of possessive adjectives with body parts in English (e.g., My knee hurts).		4.1	
● Compare typical teen activities of your country to those of the target language-speaking countries.		4.2	
Communities			
● Locate and interpret an authentic map or weather report of a target language-speaking country.		5.1	
● Listen to music and sing songs in the target language.		5.2	IX-E
● Watch a video or television program in the target language for personal enjoyment.		5.2	IX-F
● Play culturally authentic games.		5.2	

Spanish	French	German
<p>Essential Structures Review present tense of <i>ar</i> verbs Introduce present tense of <i>er/ir</i> <i>Jugar, nos, les, le gusta(n), doler, tener dolor, hacer</i> (for weather) Use of definite articles with body parts Sentence structure (order) Negation <i>Ir + a + infinitive</i></p> <p>Vocabulary Topics Basic leisure activities, sports, sports equipment Basic parts of the body Seasons/weather Conjunctions - <i>y, e, u, o, pero</i></p>	<p>Essential Structures Review present tense of <i>er</i> verbs <i>jouer, chanter</i> <i>Jouer à</i> and <i>jouer de</i> <i>Avoir mal à</i> Irregular verbs <i>aller, faire</i> Use of definite articles with body parts Infinitive construction (<i>aimer</i> plus infinitive) Sentence structure (order) Negation <i>ne... pas/jamais</i></p> <p>Vocabulary Topics Basic leisure activities, sports, sports equipment, and musical instruments Basic parts of the body Seasons/weather (<i>Il fait</i>) Conjunctions - <i>et, mais</i></p>	<p>Essential Structures Present tense of verbs Interrogative pronouns Separable-prefix verbs Definite articles with body parts Sentence structure (order) Negation</p> <p>Vocabulary Topics Basic leisure activities, sports, sports equipment Basic parts of the body Seasons/weather Conjunctions (<i>und, oder, aber</i>)</p>

Level 1A	HAVING FUN		Eating Out	
<p>Communication</p> <ul style="list-style-type: none"> Engage in conversation about food and restaurant preferences. Express opinions about food, service, and costs in restaurants. Discuss plans to go out. Role play ordering a meal in a restaurant. Discuss menu choices with waiter and each other. Understand and interpret a menu. Create a restaurant menu representing typical foods of the target culture. <p>Cultures</p> <ul style="list-style-type: none"> Compare practices and perspectives of eating out (e.g., cost, occasion, dress, and time of day). <p>Connections</p> <ul style="list-style-type: none"> Use exchange rate to calculate cost of meal and gratuities. 	National Standard	FACT 21	1.1 1.1 1.1 1.3 1.2 1.2 1.3	
Spanish	French	German		
<p>Essential Structures Past tense - <i>er/ir</i> verbs e.g., <i>comer, beber, pedir.</i></p> <p>Vocabulary Topics 0 to 1000 Types of restaurants Types of food Currencies Ordering vocabulary/expressions How much?</p>	<p>Essential Structures <i>C'est combien?</i> <i>Aller</i> <i>Aller + infinitive (e.g. aller manger)</i> <i>Boire, choisir</i> <i>Je voudrais</i> Making suggestions <i>Prendre</i> Review time Accepting and turning down suggestions</p> <p>Vocabulary Topics 0 to 1000 Types of restaurants Types of food Currencies Ordering in a <i>café</i> vocabulary Review nationalities <i>Bon appétit</i></p>	<p>Essential Structures <i>Wieviel? Wie viele?</i> <i>essen</i> <i>trinken</i> <i>ich möchte</i> <i>guten Appetit</i></p> <p>Vocabulary Topics 0 to 1000 Types of restaurants Types of food Currencies Ordering vocabulary Review nationalities</p>		

Level 1B	FAMILY LIFE	The Family	
<p>Communication</p> <ul style="list-style-type: none"> ● Exchange basic information about family, pets and related activities. ● Exchange information about personal daily routine. ● Interpret and demonstrate an understanding of descriptions of family, pets and related activities. ● Present information about family members and relationships. <p>Cultures</p> <ul style="list-style-type: none"> ● Recognize family traditions in target language-speaking countries. ● Identify typical pets/animals in target language-speaking countries. <p>Connections</p> <ul style="list-style-type: none"> ● Collect, analyze and graph data about family, pets or home. ● Use authentic materials and resources to create a family tree. ● Use biblical texts in the target language to acquire vocabulary describing the church as a family with God as the Father. <p>Comparisons</p> <ul style="list-style-type: none"> ● Compare family structure and lifestyle in your country/region to those in target culture. 		<p>National Standard</p> <p>1.1 1.1 1.2 1.3 2.1 2.1 3.1 3.1 3.1 4.2</p>	<p>FACT 21</p> <p>III-A I-B VII-B I-B III-B</p>
Spanish	French	German	
<p>Essential Structures <i>er, ir</i> verbs (review) <i>ser</i> (review) Possessive adjectives <i>nuestro(s), nuestra(s), su(s)</i> Possession review Personal <i>a</i> Review descriptions with <i>ser</i> Comparisons with <i>mas/que, menos/que</i> Review feelings with <i>estar</i> Introduce reflexive</p> <p>Vocabulary Topics Family members and relationships Pets/animals <i>¿Dónde?</i> <i>¿Quién?</i></p>	<p>Essential Structures Avoir, être Possessive adjectives Comparisons with <i>plus/moins/ aussi... que</i> Placement and agreement of adjectives, (e.g., <i>jeune, vieux, beau</i>).</p> <p>Vocabulary Topics Family members and relationships Pets/animals</p>	<p>Essential Structures Possessive adjectives (<i>mein, dein, sein, ihr, sein, unser, euer, ihr, Ihr</i>) Possession review Review descriptions with <i>sein</i> Comparisons with <i>mehr... als, weniger... als</i></p> <p>Vocabulary Topics Family members and relationships Pets/animals</p>	

Level 1B	FAMILY LIFE	Home
<p>Communication</p> <ul style="list-style-type: none"> ● Exchange information about homes, rooms and basic furnishings. ● Exchange information about location of rooms and basic furnishings. ● Exchange information about basic activities that take place in the home. <p>● Interpret and demonstrate an understanding of information about homes, rooms and furnishings including descriptions and locations.</p> <p>● Present information about homes, rooms and furnishings including descriptions and locations.</p> <p>● Create a model or diagram of a home with labeled rooms and furnishings.</p> <p>Cultures</p> <ul style="list-style-type: none"> ● Acquire and exchange information about different styles of housing and furnishings in target language-speaking countries. <p>Comparisons</p> <ul style="list-style-type: none"> ● Compare housing styles and furnishings between your country and target language-speaking countries. <p>Communities</p> <ul style="list-style-type: none"> ● Locate and interpret information about real estate or furnishings through the use of authentic sources. 	<p>National Standard</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.3</p> <p>2.2</p> <p>4.2</p> <p>5.1</p>	<p>FACT 21</p> <p>VII-A</p> <p>VII-A</p> <p>VIII-F</p>

Spanish	French	German
<p>Essential Structures Prepositions Review ordinal numbers <i>Estar vs. Ser</i> <i>Dormir</i> <i>Poner</i> <i>Acabar de</i> Contractions with <i>de, a</i></p> <p>Vocabulary Topics Dwellings Levels (floors) of a building Rooms Furnishings Colors Household chores</p>	<p>Essential Structures Prepositions of location Ordinal numbers Plural forms of nouns <i>/Il y a/</i> <i>Entrer, rentrer, sortir</i> Contractions with <i>de</i></p> <p>Vocabulary Topics Dwellings Levels (floors) of a building Rooms Furnishings Colors</p>	<p>Essential Structures Accusative case Review ordinal numbers Modals (<i>müssen, dürfen, können</i>)</p> <p>Vocabulary Topics Dwellings Levels (floors) of a building Rooms Furnishings Colors</p>

Level 1B	FAMILY LIFE	Food	
<p>Communication</p> <ul style="list-style-type: none"> ● Exchange information about food preferences, food groups and eating habits. ● Recite and use the numbers 0 - 1000 to express quantity and price. ● Interpret and demonstrate an understanding of information about food preferences, food groups, and eating habits. ● Recognize the numbers 0 - 1000 in context. ● Present information about food preferences, food groups, and eating habits. ● Describe previous meals using past tense. <p>Cultures</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of eating customs of the target language-speaking countries. ● Identify typical food items of target culture. <p>Connections</p> <ul style="list-style-type: none"> ● Use metric system to express quantity and volume. ● Use decimal points and commas to express amounts of money. <p>Comparisons</p> <ul style="list-style-type: none"> ● Compare eating habits of target language-speaking countries with those of your country/region. <p>Communities</p> <ul style="list-style-type: none"> ● Locate in your community examples of foods, restaurants, shops, and services typical of the target culture. ● Enjoy authentic foods from the target culture. 		<p>National Standard</p> <p>1.1 1.1 1.2 1.2 1.3 1.3</p> <p>2.1 2.2</p> <p>3.1 3.2</p> <p>4.2</p> <p>5.1 5.2</p>	<p>FACT 21</p> <p>V-A</p>
Spanish	French	German	
<p>Essential Structures Direct object pronouns Stress pronouns (<i>a mí, a tí...</i>) Verbs: <i>Querer, preferir, tener sed/hambre, gustar</i> Negation (review)</p> <p>Vocabulary Topics Basic food (Review) Food groups Meals</p>	<p>Essential Structures Partitive articles Definite and indefinite articles Negation and articles <i>Passé composé</i> with <i>avoir</i> (<i>ER - J'ai mange. . .</i>) <i>Avoir farm/soif</i></p> <p>Vocabulary Topics Basic food (Review) Food groups, meals Idiomatic expressions</p>	<p>Essential Structures Direct object pronouns <i>schlafen, stellen, essen, lieber haben,</i> <i>Durst haben, Hunger haben, Modals/(mögen, möchten, sollen, wollen)</i></p> <p>Vocabulary Topics Basic food (Review) Food groups, meals</p>	

Level 1B	OUT ON THE TOWN	Community	National Standard	FACT 21
Communication				
<ul style="list-style-type: none"> ● Exchange information about places and locations in the community. ● Exchange information about means of transportation in the community. ● Exchange information about basic activities that commonly occur in the community. ● Interpret and demonstrate an understanding of information about places in the community. ● Interpret and demonstrate an understanding of information about means of transportation in the community. ● Interpret and demonstrate an understanding of information about activities that commonly occur in the community. ● Present information about places, locations, activities, and means of transportation in the community. ● Make arrangements through role play to meet someone. ● Prepare a map of your community and the target country giving all information in the target language. 			1.1 1.1 1.1 1.2 1.2 1.2 1.3 1.3 1.3	21 IX-E
Cultures				
<ul style="list-style-type: none"> ● Demonstrate knowledge of information about typical shops, services, and places in target language-speaking communities. ● Recognize a variety of famous personalities from the target cultures, their country of origin, and their significant contributions. 			2.2 2.2	
Connections				
<ul style="list-style-type: none"> ● Use metric system to express quantity and volume. ● Use authentic material and media resources such as transportation schedules, entertainment guides, and calendar of events to interpret and understand community activities. 			3.1 3.2	
Comparisons				
<ul style="list-style-type: none"> ● Compare community layout and transportation in a target language-speaking city or town with your own. 			4.2	VII-G
Communities				
<ul style="list-style-type: none"> ● Attend a play or movie in the target language. ● View a museum exhibit highlighting the target culture. 			5.2 5.2	

Spanish	French	German
<p>Essential Structures <i>Ir - present/preterite</i> <i>Tener que</i> <i>Venir</i> Review prepositions Contractions with <i>a</i></p> <p>Vocabulary Topics Places Means of transportation in the community Activities related to community ¿<i>Adónde?</i></p>	<p>Essential Structures <i>Aller</i> <i>Venir</i></p> <p>Prepositions with <i>à</i> and <i>de</i> Information questions (e.g. <i>avec qui?</i>)</p> <p>Vocabulary Topics Places in the community Means of transportation Activities in the community</p>	<p>Essential Structures <i>gehen</i> <i>gehen zum/gehen nach</i> <i>Wohin? Woher?</i> <i>kommen</i> Review prepositions Review contractions</p> <p>Vocabulary Topics Places Means of transportation in the community Activities related to community</p>

Level 1B	OUT ON THE TOWN	Travel
Communication <ul style="list-style-type: none"> ● Ask and answer questions about travel plans and destinations. ● Ask questions related to vacations and travel using interrogative expressions. ● Discuss schedules using the 24-hour clock. ● Interpret and demonstrate knowledge about schedules and tickets of different means of transportation. ● Interpret and demonstrate knowledge about time schedules using the 24-hour clock. ● Present information about future travel plans. 		National Standard 1.1 1.1 1.2 1.2 1.2 1.3
Cultures <ul style="list-style-type: none"> ● Demonstrate knowledge about target language-speaking city, region, or country. ● Demonstrate knowledge about currencies in target language-speaking countries. 		2.1 2.2
Connections <ul style="list-style-type: none"> ● Use currency exchange rate to calculate expenses. ● Use authentic material and media resources such as transportation schedules, entertainment guides, and calendar of events to interpret and understand community activities. 		3.1 3.1
Comparisons <ul style="list-style-type: none"> ● Compare use of interrogative expressions. ● Compare use of 24-hour clock. 		4.2 4.2
Communities <ul style="list-style-type: none"> ● Locate examples of typical foods, restaurants, shops, and services in the travel destination. 		5.1

Spanish	French	German
Essential Structures Review preterite Near future (<i>ir + a + infinitive</i>) Review interrogatives <i>Salir, Volar, Poder</i>	Essential Structures Near future (<i>aller + infinitive</i>) Interrogatives Use of prepositions with places (e.g., <i>au Canada</i>) <i>Voyager, partir</i>	Essential Structures Interrogatives <i>abfahren, fliegen, können</i> Past tense - weak, strong Conversational past tense Dative case Contractions (<i>dem, am, zum, etc.</i>)
Vocabulary Topics Travel Transportation 24-hour clock Basic natural and geographic features	Vocabulary Topics Travel Transportation 24-hour clock Basic natural and geographic features	Vocabulary Topics Travel Transportation 24-hour clock Basic natural and geographic features

Level 1B	OUT ON THE TOWN	Church	
Communication <ul style="list-style-type: none"> ● Engage in a conversation regarding basic personal religious beliefs. ● Create a church bulletin in the target language. ● Sing a hymn in the target language. ● Recite the Lord’s Prayer and other Bible texts in the target language. ● Role play or mime a narrative or a parable from the Bible. 		National Standard	FACT 21
		1.1	I-B
Cultures <ul style="list-style-type: none"> ● Demonstrate knowledge of the practices of the Seventh-day Adventist Church in the target culture (e.g., decorum, Sabbath-keeping and dress). 		1.3	
		1.3	I-D I-H
Communities <ul style="list-style-type: none"> ● Attend and participate in a church service in the target language. 		1.3	
		2.1	II-B II-E II-H
		5.1	I-J

Spanish	French	German
Essential Structures Review present and past tenses Command forms/ Imperative Review formal vs. informal forms of address	Essential Structures Review present and past tenses Command form/imperative Review informal vs. formal forms of address <i>passé composé with “avoir” er, ir and re forms</i>	Essential Structures Review present and past tenses Future tense <i>ein</i> words Command forms/imperative Formal and informal forms of address
Vocabulary Topics Church-related vocabulary Books of the Bible	Vocabulary Topics Church-related vocabulary Books of the Bible	Vocabulary Topics Church-related vocabulary Books of the Bible

Modern Language

Level 2

Level 2A

School Life

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Level 2B

My Life

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Everyday Life

The Home	39
Routines and Household Chores	40
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Level 2A	SCHOOL LIFE		School
<p>Communication</p> <ul style="list-style-type: none"> ● Exchange information in the present tense about school classes and activities. ● Exchange information about past school activities and schedules. ● Interpret and demonstrate an understanding of a written course schedule. ● Present information about your past and present courses and schedules. ● Present information about the spiritual life at your school. <p>Cultures</p> <ul style="list-style-type: none"> ● Identify course offerings in target language-speaking countries by examining authentic resources. <p>Comparisons</p> <ul style="list-style-type: none"> ● Compare course offerings in target language-speaking countries with those in your country/culture. <p>Communities</p> <ul style="list-style-type: none"> ● Share an aspect of the target cultures and/or create a product in the target language to enrich the school community (e.g., posters, signs, etc.). 	<p>National Standard</p> <p>1.1 1.1 1.2 1.3 1.3</p> <p>2.2</p> <p>4.2</p> <p>5.1</p>	<p>FACT 21</p> <p>1-B</p> <p>111-A</p>	
Spanish	French	German	
<p>Essential Structures Review <i>tener que</i> Review level 1 structures (e.g., present tense, adjective agreement, interrogatives) Indirect object pronoun with verbs like <i>gustar, fascinar, interesar, and encantar</i> Comparative (<i>tan...como, tanto como</i>) and superlative Regular preterit tense of <i>-ar, -er, -ir</i> verbs Preterit of <i>tener</i></p> <p>Vocabulary Topics School courses and related expressions Class activities</p>	<p>Essential Structures <i>Passé composé</i> tense with <i>avoir</i> and <i>être</i> <i>Devoir</i> Review level 1 structures (such as present tense, adjective agreement, interrogatives) Indirect object pronoun with verbs like <i>écrire à, parler à</i> Comparative and superlative</p> <p>Vocabulary Topics School courses and related expressions Class activities</p>	<p>Essential Structures Review <i>müssen</i> Review Level 1 structures (such as present tense, interrogatives, and accusative case) Dative case (indirect objects, dative prepositions, and dative verbs) Comparative and superlative degrees Review of strong and weak past tense verbs Agreement</p> <p>Vocabulary Topics School courses and related expressions Class activities</p>	

Level 2A	SCHOOL LIFE	Extra-Curricular and Pastimes	
Communication		National Standard	FACT 21
● Extend and respond to an invitation to an activity.		1.1	
● Ask and answer questions about past leisure activities.		1.3	
Cultures			
● Discuss popular pastimes in target cultures.		2.1	11-H
● Discuss famous sports or entertainment personalities of the target cultures.		2.2	11-H
Communities			
● Listen to music, sing songs, and become familiar with music representative of the target cultures.		5.2	111-C 1X-F

Spanish	French	German
Essential Structures Indirect object pronouns Preterite of regular verbs Preterite of <i>ir, ser</i> Preterite of spelling change verbs (-car, -gar, -zar)	Essential Structures Indirect object pronouns Review possessive pronouns Irregular past participles (e.g., <i>eu, été</i>)	Essential Structures Adjective endings
Vocabulary Topics Additional pastimes and activities Basic musical instruments Sports	Vocabulary Topics Additional pastimes and activities. Basic musical instruments Sports	Vocabulary Topics Additional pastimes and activities Basic musical instruments Sports

Level 2A	SCHOOL LIFE	Weather
Communication <ul style="list-style-type: none"> ● Exchange information about past, present, and future weather conditions. ● Identify meteorological conditions from a target language weather report. ● Present a description of the climate during a past event. 		National Standard
		FACT 21
Connections <ul style="list-style-type: none"> ● Demonstrate an understanding of how geography affects climate. ● Use authentic target language resources to obtain and analyze climate information. 		3.1 3.2
Comparisons <ul style="list-style-type: none"> ● Compare target language past tenses to English past tenses. 		4.1
		VI-B

Spanish	French	German
Essential Structures Imperfect with weather expressions Review near future (<i>ir a + inf</i>) Negation Preterite of regular verbs	Essential Structures Imperfect with weather expressions. Review near future Negation Imparfait with weather expressions <i>Promener</i>	Essential Structures Tenses with weather expressions Negation Regular and irregular verbs
Vocabulary Topics Meteorological expressions	Vocabulary Topics Meteorological expressions	Vocabulary Topics Meteorological expressions

Level 2A	GETTING AROUND	Travel	
<p>Communication</p> <ul style="list-style-type: none"> ● Request and give assistance related to making travel arrangements. ● Exchange information on past and future travel activities. ● Interpret and demonstrate an understanding of information from itineraries, tickets or other travel-related documents. ● Present a detailed description of a past or future travel experience. <p>Cultures</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of variations in pronunciation of the target language in target language-speaking regions. <p>Comparisons</p> <ul style="list-style-type: none"> ● Compare the concept of using definite articles in the target language with geographical places. <p>Communities</p> <ul style="list-style-type: none"> ● Use authentic resources to investigate vacation spots in target language-speaking countries. ● Engage in a travel-related experience. 	<p>National Standard</p> <p>1.1 1.1 1.2 1.3</p> <p>2.1</p> <p>4.1</p> <p>5.1 5.2</p>	<p>FACT 21</p> <p>X-D</p> <p>VI-F</p>	

Spanish	French	German
<p>Essential Structures Preterite of <i>hacer</i> Review interrogative formation with preterite. Review near future (<i>ir a + infinitive</i>) <i>Por</i> with time Future tense of regular verbs Future of <i>salir</i></p> <p>Vocabulary Topics Travel activities Hotel items Travel items and expressions (e.g., airport, hotel and train station vocabulary)</p>	<p>Essential Structures <i>Imparfait vs passé composé</i> Review interrogative formation with past tense Review near future with <i>aller + infinitive</i> Prepositions with places (e.g., <i>en, aux</i>)</p> <p>Vocabulary Topics Travel activities Hotel items Travel items and expressions (e.g., airport, hotel and train station vocabulary)</p>	<p>Essential Structures Past perfect tense Principal parts of verbs</p> <p>Vocabulary Topics Travel activities Travel items and expressions (e.g., airport, hotel and train station vocabulary) German dialects</p>

Level 2A		GETTING AROUND		Around Town	
Communication		National Standard	FACT 21		
<ul style="list-style-type: none"> Ask for and give simple directions to specified locations, including speciality stores. Follow oral and written directions to a specified location. Provide directions to a specified location. 		1.1			
		1.2			
		1.3			
Cultures					
<ul style="list-style-type: none"> Identify and discuss the types of stores and products available in the target language-speaking communities. 		2.1, 2.2			
Connections					
<ul style="list-style-type: none"> Apply the metric system to convert distances to and from U.S. equivalents. 		3.1			
<ul style="list-style-type: none"> Use map-reading skills to follow and give directions. 		3.1			
<ul style="list-style-type: none"> Use exchange rates to convert prices. 		3.1			
Comparisons					
<ul style="list-style-type: none"> Compare shopping customs between target culture and your local community. 		4.2			
Communities					
<ul style="list-style-type: none"> Identify local resources (e.g., restaurants, businesses, government agencies) that sell products or provide services representative of the target cultures. 		5.1			
Spanish		French		German	
Essential Structures Affirmative and negative formal commands <i>Por vs. para</i> with directions Review prepositions of locations Suffix <i>-eria</i> for speciality stores		Essential Structures Affirmative and negative formal commands <i>Prendre</i> Review prepositions of locations Review prepositions <i>à</i> and <i>de</i>		Essential Structures Affirmative and negative commands Prepositions of location <i>In, an, auf, hinter, unter, zwischen, vor, über, neben</i>	
Vocabulary Topics Specialty stores and related items Community landmarks used in giving directions Expressions used to request and give directions		Vocabulary Topics Specialty stores and related items - <i>erie</i> suffix Community landmarks used in giving directions Expressions used to request and give directions		Vocabulary Topics Specialty stores and related items Community landmarks used in giving directions Expressions used to request and give directions	

Level 2A	GETTING AROUND	Clothing and Shopping	
<p>Communication</p> <ul style="list-style-type: none"> ● Exchange information about personal preferences for clothing styles and design for specific occasions. ● Request sales assistance and state shopping preferences. ● Determine size, price and style of clothing items from authentic written sources. ● Present clothing selections for specific occasions. <p>Cultures</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the concept of “bargaining” where appropriate. ● Interpret and demonstrate an understanding of sizing systems in the target cultures. <p>Connections</p> <ul style="list-style-type: none"> ● Apply the metric system and current exchange rates to convert prices. ● Use authentic resources and materials (e.g., newspapers, Internet, magazines) to convert prices and sizes. <p>Comparisons</p> <ul style="list-style-type: none"> ● Compare the use of different levels of proximity to English. ● Compare sizing systems in your country with those in target language-speaking countries. 	National Standard	FACT 21	
	1.1	VIII-F	
	1.1		
	1.2	VIII-F	
	1.3		
	2.1		
	2.2		
	3.1		
	3.1		
	4.1		
4.2			

SPANISH	FRENCH	GERMAN
<p>Essential Structures Demonstrative adjectives/pronouns (<i>este, ese, aquel</i>) Review comparative/superlative adjectives <i>Por</i> and <i>para</i> with shopping Impersonal constructions with <i>ser</i> e.g. <i>se vende</i></p> <p>Vocabulary Topics Numbers 0-1,000,000 Clothing items styles, colors and designs Expressions of sizing Shopping expressions for finding and purchasing items</p>	<p>Essential Structures Demonstrative adjectives/pronouns Interrogative adjective <i>quel</i> and other formal and informal questions Relative pronouns <i>qui</i> and <i>que</i> Review comparative/superlative adjectives <i>offrir, choisir</i></p> <p>Vocabulary Topics Clothing items, styles, colors, and design expressions Additional colors and clothing items Expressions of sizing Shopping expressions for finding and purchasing items Numbers 0-1,000,000</p>	<p>Essential Structures Demonstrative adjectives/pronouns Numbers 0-1,000,000 Review comparative/superlative degrees</p> <p>Vocabulary Topics Clothing items, styles, colors, and designs Expressions of sizing Shopping expressions for finding and purchasing items</p>

Level 2A	GETTING AROUND	Restaurant Experience	
<p>Communication</p> <ul style="list-style-type: none"> Express likes and dislikes about specific dishes. Inquire about and make selections from a menu. Interpret and identify the features of items on an authentic menu. <p>Cultures</p> <ul style="list-style-type: none"> Discuss regional dishes throughout the target language-speaking regions/countries. <p>Comparisons</p> <ul style="list-style-type: none"> Compare dining experiences in target language-speaking regions/countries with those in North America (e.g., server/customer interactions, restaurant choices, and tipping). <p>Communities</p> <ul style="list-style-type: none"> Use community resources to identify restaurants and businesses that carry food representative of the target language-speaking cultures. Experience cuisine of target language-speaking countries. 		National Standard	Fact 21
		1.1	
		1.1	
		1.2	
		2.2	
		4.2	
		5.1	
		5.2	

SPANISH	FRENCH	GERMAN
<p>Essential Structures Past tense of <i>traer</i> Preterite stem-changing verbs: <i>servir, pedir</i> Review expressions with <i>tener</i></p> <p>Vocabulary Topics Restaurant expressions Regional dishes</p>	<p>Essential Structures <i>Choisir, apporter, prendre</i> Review <i>avoir faim/soif</i> Expressions with <i>avoir</i></p> <p>Vocabulary Topics Restaurant expressions Regional dishes</p>	<p>Essential Structures Complex sentence construction and word order</p> <p>Vocabulary Topics Restaurant expressions Regional dishes</p>

Level 2B	MY LIFE	Personal and Biographical Information
Communication <ul style="list-style-type: none"> ● Exchange information about present physical and character traits. ● Exchange information describing significant past experiences. ● Interpret and summarize biographical data about a famous personality. ● Identify a person based on a spoken physical description. ● Present autobiographical information to an audience of listeners or readers. 		1.1 1.1 1.2 1.2 1.3
Cultures <ul style="list-style-type: none"> ● Identify and describe famous historical, literary or artistic target language-speaking personalities. 		2.2
Comparisons <ul style="list-style-type: none"> ● Compare the formation and use of the past tenses to the English past tenses. 		4.1
Communities <ul style="list-style-type: none"> ● Establish connections with the target cultures through the use of technology, media and authentic sources. 		5.1
		VIII-E

SPANISH	FRENCH	GERMAN
Essential Structures Imperfect of regular verbs Imperfect of <i>ser, ir, ver</i> Review adjective placement and agreement	Essential Structures Review <i>imparfait</i> Review adjective placement and agreement Review use of definite articles with body parts <i>Savoir vs connaître</i>	Essential Structures Review subject/verb and adjective agreement Review use of definite articles with body parts <i>dieser</i> -words
Vocabulary Topics Physical descriptors Character traits Biographical data	Vocabulary Topics Physical descriptors Character traits Biographical data Past time indicators (e.g., <i>avant hier, il ya</i>)	Vocabulary Topics Physical descriptors Character traits Biographical data Past, present and future indicators

Level 2B	MY LIFE	Special Occasions	
<p>Communication</p> <ul style="list-style-type: none"> ● Discuss how holidays are celebrated in the target culture. ● Identify holidays and other special occasions in the target culture. ● Understand and interpret birth, marriage, and death announcements. ● Describe a special occasion or tradition celebrated in your own family/culture. ● Present information about special family occasions, holidays, and other celebrations in the target culture and give reasons for the celebration. ● Write an invitation or greeting card. ● Accept or refuse an invitation to a special event. <p>Cultures</p> <ul style="list-style-type: none"> ● Identify possible ways the celebration of holidays and special occasions in the target cultures has influenced your own culture. ● Identify and/or create food or craft products related to a special occasion in the target culture. ● Demonstrate an understanding of the differences between S.D.A. practices of special occasions and general practices in the target culture. <p>Connections</p> <ul style="list-style-type: none"> ● Discuss historical events that have influenced the observation and celebration of significant days in the target culture. <p>Communities</p> <ul style="list-style-type: none"> ● Attend or participate in an event in your community which celebrates a special occasion of the target culture. 		<p>National Standard</p> <p>1.1 1.1, 2 1.2 1.3 1.3 1.3 1.3</p> <p>2.1 2.2 2.1</p> <p>3.1</p> <p>5.1</p>	<p>FACT 21</p> <p>IV-A IV-B</p> <p>11-B 11-G</p>

Spanish	French	German
<p>Essential Structures Telling time and dates Conditional tense Subjunctive mood Present perfect tense</p> <p>Vocabulary Topics Names of holidays Holiday expressions Special occasion activities and games</p>	<p>Essential Structures Telling time and dates Review <i>imperatif</i> Review <i>passé composé</i></p> <p>Vocabulary Topics Names of holidays Holiday expressions Special occasion activities and games</p>	<p>Essential Structures Telling time and dates Review present perfect tense</p> <p>Vocabulary Topics Names of holidays Holiday expressions Special occasion activities and games</p>

Level 2B	MY LIFE	Occupations	
<p>Communication</p> <ul style="list-style-type: none"> ● Exchange information about occupational choices. ● Create a resume. <p>Cultures</p> <ul style="list-style-type: none"> ● Discuss the work day and work year schedules in the target culture (e.g., vacation time, benefits, and breaks within the workday). <p>Connections</p> <ul style="list-style-type: none"> ● Make a presentation on the importance of modern language in the job market. <p>Comparisons</p> <ul style="list-style-type: none"> ● Compare the increased use of female gender indicators with occupational titles as more women move from the home into the work-place. <p>Communities</p> <ul style="list-style-type: none"> ● Establish connections with the target language culture through the use of technology, media, and authentic sources. 		National Standard	FACT 21
		1.1, 2 1.3	X-B VIII-B
		2.1	
		3.1	
		4.1	
	5.1	VIII-E VIII-E	

Spanish	French	German
<p>Essential Structures Infinitive construction (pensar, querer + infinitive) Review near future (<i>ir + a + infinitive</i>)</p> <p>Vocabulary Topics Occupations and related activities</p>	<p>Essential Structures Infinitive construction Review near future (<i>aller + infinitive</i>) <i>lyelle est vs. c'est</i></p> <p>Vocabulary Topics Occupations and related activities</p>	<p>Essential Structures Genitive case</p> <p>Vocabulary Topics Occupations and related activities</p>

Level 2B	MY LIFE	Health
<p>Communication</p> <ul style="list-style-type: none"> Exchange information about past health conditions and injuries. Describe treatment for an injury or illness. Describe ailment and express concern for someone. Provide and respond to (accept or reject) health advice. Express discouragement and offer encouragement Respond about health habits in the target region country. Role play a scene in a doctor’s office. Present the eight remedies of health (nutrition, exercise, water, sunshine, temperance, air, rest, and trust in Divine power). <p>Cultures</p> <ul style="list-style-type: none"> Discuss health care in the target culture. Compare health habits in the target culture to your own. <p>Connections</p> <ul style="list-style-type: none"> Present biblical texts that give tips for achieving and maintaining spiritual health. Explain in the target language a balanced diet using the established food groups. <p>Communities</p> <ul style="list-style-type: none"> Encourage the use of the target language on mission trips and outreach activities in “ethnic” communities. 	<p>National Standard</p> <p>1.1 1.1 1.1 1.1, 2 1.2 1.3</p> <p>2.1 2.1</p> <p>3.1 3.2</p> <p>5.1</p>	<p>FACT 21</p> <p>V-A V-B V-C</p> <p>I-E</p> <p>II-C II-D</p>

Spanish	French	German
<p>Essential Structures Past tense of regular <i>er, ir</i> verbs Past tense of <i>dormir</i> Commands Reflexive verbs</p> <p>Vocabulary Topics Health related topics Bad habits Eight remedies of health Food groups Physical exercise vocabulary Body parts Occupations and related activities</p>	<p>Essential Structures Past tense of regular verbs Past tense of irregular verbs <i>dormir</i> Commands Reflexive verbs Adverbs of frequency</p> <p>Vocabulary Topics Health related topics Bad habits Eight remedies of health Food groups Physical exercise vocabulary Body parts Occupations and related activities</p>	<p>Essential Structures Past tense of regular verbs Commands Reflexive verbs</p> <p>Vocabulary Topics Health related topics Bad habits Eight remedies of health Food groups Exercise vocabulary Body parts Occupations and related activities</p>

Level 2B	EVERYDAY LIFE	The Home	
<p>Communication</p> <ul style="list-style-type: none"> ● Exchange information about furnishings and their placement in a residence. ● Present the layout of a room or residence, including furnishings and their placement. <p>Cultures</p> <ul style="list-style-type: none"> ● Examine household features (e.g., bidets, presence or absence of clothes dryers, timed light switches, etc.) and demonstrate an understanding of what they indicate about the perspectives of the target cultures. <p>Connections</p> <ul style="list-style-type: none"> ● Apply metric system to measurement within the home (e.g., room dimensions and space allocation for furniture). <p>Comparisons</p> <ul style="list-style-type: none"> ● Compare and contrast space allocation and furnishings in your country and in the target country. 		<p>National Standard</p> <p>1.1</p> <p>1.3</p> <p>1.3</p> <p>2.1</p> <p>3.1</p> <p>4.2</p>	<p>FACT 21</p>

Spanish	French	German
<p>Essential Structures Preterite of <i>poner</i> Review direct object pronouns <i>(lo, la, los, las)</i> Negation (<i>no...ningun;no...nunca</i>) <i>Ser vs. estar</i></p> <p>Vocabulary Topics Furnishings and appliances Additional home features Expressions of measurement</p>	<p>Essential Structures Review direct object pronouns Review demonstrative adjectives Pronoun <i>y</i> and <i>en</i> Renew negation with articles</p> <p>Vocabulary Topics Furnishings and appliances Additional home features Expressions of measurement</p>	<p>Essential Structures Negations (<i>nein, nicht, niemals</i>) <i>sein</i></p> <p>Vocabulary Topics Furnishings and appliances Additional home features Expressions of measurement</p>

Level 2B	EVERYDAY LIFE	Routines/Household Chores	
<p>Communication</p> <ul style="list-style-type: none"> ● Exchange information about daily family routines and common household chores using present and past tenses. ● Describe daily routines, including personal care and worship. ● Interpret and demonstrate an understanding of spoken instructions regarding household chores and responsibilities. <p>Cultures</p> <ul style="list-style-type: none"> ● Compare gender roles and age roles in the household. <p>Comparisons</p> <ul style="list-style-type: none"> ● Compare formal and informal commands with commands in English. ● Compare the syntactical differences when using the reflexive structure in the target language with the reflexive structure in English. 	National Standard	Fact 21	
	1.1	I-I	
	1.1		
	1.2	III-D	
	2.1		
	4.1		
	4.1		

SPANISH	FRENCH	GERMAN
<p>Essential Structures Review reflexive verbs <i>Deber</i> Formal and informal commands Direct objects with commands</p> <p>Vocabulary Topics Personal care activities and related items Household chores and related items</p>	<p>Essential Structures Reflexive pronouns and constructions <i>Devoir</i> Review imperative Direct objects with commands Review use of definite articles with body parts</p> <p>Vocabulary Topics Personal care activities and related items Household chores and related items</p>	<p>Essential Structures Review reflexive construction <i>sollen</i> Singular formal, singular informal, and plural informal commands</p> <p>Vocabulary Topics Personal care activities and related items Household chores and related items</p>

Level 2B	EVERYDAY LIFE	Let's Eat
<p>Communication</p> <ul style="list-style-type: none"> ● Give and respond to simple directions for preparing a dish. ● Give and respond to simple directions for setting a table and serving food. ● Demonstrate an understanding of written or oral information about food. ● Present information about food in a family setting (e.g., develop a menu, list essential ingredients, describe a dish). <p>Cultures</p> <ul style="list-style-type: none"> ● Discuss and compare eating customs and table etiquette in the target cultures (e.g., as table posture and dinner conversation). <p>Connections</p> <ul style="list-style-type: none"> ● Apply metric system to measurement of ingredients for food. <p>Comparisons</p> <ul style="list-style-type: none"> ● Demonstrate an awareness of the increasing popularity within the typical North American diet of food items from other cultures. <p>Communities</p> <ul style="list-style-type: none"> ● Research the availability in the community of products typical of the target cultures. ● Prepare dishes from the target culture to be served to the local school/community. 	<p>National Standard</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.1</p> <p>3.1</p> <p>4.2</p> <p>5.1</p>	<p>FACT 21</p> <p>III-C</p> <p>IV-B</p>

SPANISH	FRENCH	GERMAN
<p>Essential Structures <i>hay que</i> Review imperatives Infinitive construction in recipes</p> <p>Vocabulary Topics Additional food items, specific dishes Cooking terminology Table-settings Expressions of measurement as related to cooking</p>	<p>Essential Structures Review <i>imperatif</i> Infinitive construction in recipes</p> <p>Vocabulary Topics Additional food items, specific dishes Cooking terminology Table-settings Expressions of measurement as related to cooking</p>	<p>Essential Structures Review imperatives Infinitive construction in recipes</p> <p>Vocabulary Topics Additional food items, specific dishes Cooking terminology Table-settings Expressions of measurement as related to cooking</p>

RESOURCES

ORGANIZATIONS

The following organizations can provide a wealth of assistance in enhancing foreign languages programs:

The American Council on the Teaching of Foreign Languages

6 Executive Plaza
Yonkers, NY 10701-6801
Tel: 914-963-8830
Fax: 914-963-1275
<http://www.actfl.org>

The American Council on the Teaching of Foreign Languages (ACTFL) has become synonymous with innovation, quality, and reliability in meeting the changing needs of foreign language educators and their students. From the development of Proficiency Guidelines, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.

Among the many services provided by ACTFL to its members are:

- *ACTFL Foreign Language Education Series*—annual thematic volume with in-depth articles on issues of importance to the profession.
- *Foreign Language Annuals*—a professional journal that appears quarterly and contains both research articles and those focused on classroom applications.
- *ACTFL Newsletter*—quarterly publication with news from the profession, position papers, short articles, announcements about programs.
- *ACTFL Desk Book*—annual list of individual members, organizational members, conferences, state organizations, state foreign language supervisors, newsletters, educational resources.
- Professional development workshops on a variety of topics that can be contracted by districts or are open to enrollments to selected locations.
- Professional development workshops on a variety of topics that can be contracted by districts or are open to enrollments in selected locations.
- Oral Proficiency Interview testing, training, and certification.
- Annual meeting in November with a wide

range of conference sessions, pre- and post-conference workshops.

- Special interest groups on topics such as teacher education, research, African American students, Spanish for speakers of Spanish, teaching of culture, community colleges, distance learning.

Center for Applied Linguistics

4646 40th St., NW
Washington, DC 20016
Tel: 202-362-0700
Fax: 202-363-3740
<http://www.cal.org>

The Center for Applied Linguistics (CAL) offers an array of services to educators working in bilingual education, ESL, and foreign language education. It maintains a website with abundant resources for teachers and researchers. CAL sponsors workshops, publishes monographs, conducts and publishes research, prepares and sells videos for professional development, conducts national surveys, and serves as a resource center for information on early language learning.

In addition, CAL operates the ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), which can be reached at CAL's address, above. The clearinghouse serves as a source of important resources to the language education profession. Among its products are ERIC Digests, which are brief, readable summaries of major trends and findings in the field. Some sample topics include using the Internet for language learning, professional development of foreign language teachers, the teaching of grammar, a comparison of foreign language teaching methodologies, foreign language programs for middle school students, and parent involvement in foreign language learning.

The clearinghouse also published "Mini-bibs," brief annotated bibliographies of the professional literature on topics of interest to language educators. Sample topics include:

- Age Differences in Second Language Acquisition
- Approaches to Grammar Instruction in Second Languages
- Content-based Foreign Language Instruction
- Elementary School Foreign Language Program Descriptions
- Foreign Languages and Learning Disabilities
- Internet and Second Language Instruction
- Issues in Early Foreign Language Instruction
- Language Learning and the Brain

- Less Commonly Taught Languages in Elementary Secondary Education
- Oral Proficiency Testing
- Resources for FLES
- Second Language Learning and Technology
- Teaching Literature in the Foreign Language Classroom

In addition, the ERIC CLL publishes books in its Language in Education series and newsletters, conducts computer searches, and allows users to pose language questions to experts.

ATOMLA

Adventist Teachers of Modern Language Association
 President: Milton Kindrick
 Auburn, CA 530-885-9233
 e-mail to mdkindrick@jps.net

INTERNET RESOURCES

Web Sites

The number of websites of interest to foreign language educators is too large to list. Below are some places to begin. The address of the site (URL) and a brief description are provided. Many of these websites provide links to other resources on the World Wide Web for foreign language teachers.

<http://www.actfl.org> is operated by the American Council on the Teaching of Foreign Languages.

<http://www.aatf.utsa.edu> for teachers of French maintained by the American Association of Teachers of French.

<http://www.aatg.org> for teachers of German maintained by the American Association of Teachers of German.

<http://www.aatsp.org> for teachers of Spanish and Portuguese maintained by the American Association of Teachers of Spanish and Portuguese.

<http://www.lmp.ucla.edu> contains resources for less commonly taught languages of the world.

<http://members.aol.com/maestro12/web/wadir.html> is an excellent source of Web-based activities for the foreign language classroom.

<http://putwest.boces.org/StSu/Flang.html> is an annotated list of Internet sites related to K-12 educational standards and curriculum.

http://www.disknet.com/indiana_biolab/ger4000.htm provides grammar practice for students of German.

<http://www.texthaus.com/gromme.htm> provides grammar and practice for German students.

http://www.trentu.ca/spanish/masarriba/leccion_la.htm provides grammar practice for Spanish study.

<http://www.studyspanish.com> provides practice in grammar and test taking for students of Spanish.

<http://www.2sp.utexas.edu/fr/student.org> provides grammar practice for French students.

<http://agoralang.com> provides information for foreign language educators in many areas, including publications, study abroad, and links to all major foreign language professional and academic organizations.

Seven National Foreign Language Resource Centers funded by the U.S. Department of Education provide resources, training, and other support to teachers of foreign languages. They each maintain their own websites.

<http://www.cal.org.nclrc> is maintained by Georgetown University, George Washington University, and the Center for Applied Linguistics.

<http://www.educ.iastate.edu/nflrc> is maintained by Iowa State University.

<http://polyglot.cal.msu.edu/clear/home.html> is maintained by Michigan State University Center for Language Education and Research.

<http://www.cohums.ohio.state.edu/flc> is maintained by Ohio State University.

<http://www.Ill.hawaii.edu/nflrc> is maintained by the University of Hawaii.

<http://www.carla.acad.umn.edu> is maintained by the University of Minnesota.

<http://www.larcnet.sdsu.edu> is maintained by San Diego State University.

<http://www.utm.edu/departments/french/french.html> is a wide-ranging list of resources on the Web for teachers of French.

<http://www.cpf.ca> is sponsored by Canadian Parents for French (CPF) and is dedicated to the promotion of French second language learning.

<http://www.spainembedu.org> is maintained by the Education Office of the Embassy of Spain. This website provides resources and instructional materials to teachers of Spanish, including a publication on Web-based activities for Spanish classrooms.

<http://www.cal.org/earlylang> provides extensive information and resources for those interested in foreign and second language learning for children.

<http://www.mcps.k12.md.us/curriculum/lang> links the Montgomery County Public Schools communicative curriculum to websites that support language learning objectives.

<http://babelfish.altavista.com/translate.dyn> "Babelfish Translation" Free access Internet site Enter text for full translation from English to Spanish, French, and German (and more) or vice versa.

<http://bible.gospelcom.net/> "Bible Gateway" Free access Internet site. The website contains access to Bible translations in English, Spanish, French and German and more. It's a great tool to create your integration activities in your target language.

<http://www.onlinebibleusa.com/winonlinebible.html> "The Online Bible" Free software. The Bible program has free Bible translations in English, Spanish, French and German. Some extra components are listed and some are only available if you purchase the CD. It's a great tool to create your integration activities in target language.

<http://www.cortland.edu/www/flteach/flteach.html> allows for keyword searches of the archives of the FLTEACH listserv. It also provides an excellent and extensive number of links to other sites of interest for foreign language teachers.

<http://polyglot.cal.msu.edu/clear/Internet/internetlinks.html> has many links to websites of interest to foreign language teachers.

<http://www.cal.org./ericcll> for the ERIC Clearinghouse on Languages and Linguistics.

<http://www.hull.ac.uk/cti/langsite.htm> contains a collection of links to websites for teachers of languages.

<http://www.forlang.utoledo.edu/BOOKMARK/Bookmark.html> is maintained by the Department of Foreign Languages at the University of Toledo and provides links to many foreign language websites.

http://www.tcom.obiou.edu/OU_Language/teacher/index.html contains links for teachers of any language to technology (computers, e-mail, software, planning, the Web), general (associations, resource directories), and language-specific teacher resources.

<http://www.circle.adventist.org> C.I.R.C.L.E. Curriculum & Instruction Resource Center Linking Educators. CIRCLE is a clearinghouse of curriculum and other resources for Seventh-day Adventist educators.

<http://www.learning.gov.ab.ca> Alberta Learning - (includes a great resources database)

<http://www.bced.gov.bc.ca/irp/> British Columbia Ministry of Education

<http://www.edu.gov.mb.ca/metks4/curricul/index.html> Manitoba Education

<http://www.ednet.ns.ca/> Nova Scotia Education

<http://www.ednet.ns.ca/> Ontario Education

<http://www.sasked.gov.sk.ca/docs/evergrn.html> Saskatchewan Education

<http://www.wcp.ca/> Western Canadian Protocol

Selected Resources

National Standards

STANDARDS FOR FOREIGN LANGUAGE LEARNING: PREPARING FOR THE 21ST CENTURY.

National Standards Foreign Language Education Project, 1996. The National Standards in Foreign Language Education Project is a collaborative effort of the ACTFL, American Association of Teachers of French, American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese.

ACTFL PERFORMANCE GUIDELINES FOR K-12 LEARNERS.

American Council on the Teaching of Foreign Languages, 1998.

These documents are available from ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801

(914) 963-8830, <http://www.actfl.org>.

Other Organizations

American Association of Teachers of French (AATF), Jayne Abrate, Exec. Dir., Mailcode 4510,
Southern Illinois University, Carbondale, IL 62901-4501

American Association of Teachers of German (AATG), Helen Zimmer-Loew, Exec. dir.,
112 Haddontowne Court #104, Cherry Hill, NJ 08034

American Association of Teachers of Spanish and Portuguese (AATSP). Lynn Sandstedt, Exec. Dir.,
University of North Colorado, 501 20th Street, Greeley, CO 80639

National Foreign Language Center, 1619 Massachusetts Avenue, N.W., Suite 400, Washington, DC 20036

Classroom ideas, curriculum development and curriculum samples

French Web Resources:

(homes buying/selling) <http://www.immoweb.com/ventes/paris.html>

(news/entertainment magazine) <http://www.parismatch.com/>

(weather) <http://www.toile.qc.ca/>

(shopping) <http://www.infinet.com/sections/mag-index.html>

(restaurants) <http://www.infinet.com/restaurants/fr/div-restaurant-fr.html>

(Health) <http://www.hc-sc.gc.ca/francais/>

(Maps, Directions, Transportation) http://www.ratp.fr/Pla_q/f_pla.htm

(City life and Maps) <http://www.pariszoom.com/>

Bender, H.V. "Audio-visual materials in the classics 1996 survey." *Classical World* 89.4, 1996.

Blaine, Ray and Seeley Contee. *Fluency Through TPR Storytelling*, 2nd. ed. Command Performance Language Institute, 1997, 1998.

Flippo, Hyde. *The German Way*. Lincolnwood, IL: Passport Books, 1997.

Goodman, Stanley, and Jean Lucas. *Germane Ideas for German Teachers*. London: Harper Collins, 1993.