

# **COMPARATIVE FOREIGN LANGUAGE**

*6 - 8*

# **FOREIGN LANGUAGE**

*9- 12*

*Program of Studies*

Garrett County Public Schools  
Oakland, Maryland 21550

September 1999  
Approved August 2004

Foreign Language Program of Studies Developed by (July 1999):

Linda Alkire, Southern Middle School  
Chuck Harkins, Southern High School  
Joan Lambert, Southern High School  
Lowell Leitzel, Southern High School  
Jane Nolan, Northern Middle School  
Anna May Norris, Northern High School  
Jean Wilt, Northern High School

Foreign Language Program of Studies Reviewed by (July 2004):

Linda Alkire, Southern Middle School  
Kathleen Doyle, Southern High School  
Lowell Leitzel, Southern High School  
Jane Nolan, Southern Middle School  
Anna May Norris, Northern High School  
Steven Petersheim, Northern Middle School  
Kim Sweitzer, Southern High School  
Jean Wilt, Northern High School

**THE BOARD OF EDUCATION OF GARRETT COUNTY DOES NOT DISCRIMINATE  
ON THE BASIS OF GENDER, RACE, AGE, COLOR, RELIGIOUS BELIEF,  
NATIONAL ORIGIN OR HANDICAPPING CONDITION.**



## INTRODUCTION

Knowledge of another language fosters greater awareness of cultural diversity and similarities among the people of the world. Additionally, this knowledge permits informal communication and facilitates the exchange of ideas and information in such areas as commerce, diplomacy, science, technology, law and the arts. The ability to communicate in another language gives one access to a world not previously known as new people, ideas, and experiences become accessible.

By learning another language students gain greater insight into the working of their native language. Students also develop a greater understanding of the past and an enhanced appreciation of other cultures and of the linguistic groups that continue to influence American culture.

The classical languages show the pervasive influence of Greek and Roman cultures on social and political institutions. Many of the words of English and other minor Western languages are derived from Latin. Besides such derivatives, actual words and phrases from the classical languages are present in English, specifically in medicine, law, science, arts, literature, and music.

College entrants need a background in another language to engage in advanced study in such fields as languages, literature, science, and history. Knowledge of a foreign language helps students prepare for careers in commerce, education, international relations, law, science, and the arts.

The Garrett County Middle School Comparative Foreign Language Program offers all students an opportunity to be exposed to different foreign languages with an emphasis on the elements common to Latin, Greek, French, German, and Spanish. Students will be scheduled to participate in this program for a minimum of six weeks per year for at least two of their three middle school years.

At the high school level, students have an opportunity to take four levels of foreign language study. As a graduation requirement, students must successfully complete either two years of the same foreign language, or Advanced Technology, or complete a State-approved Career and Technology Education Program. Study of foreign language Levels II and III are merit level courses and Level IV is an honors level course. Students wishing to obtain a merit diploma must earn at least one credit of foreign language at the high school level. The University of Maryland System requires successful completion of at least two years of a foreign language for direct admission.



<b>Garrett County Comparative Foreign Language Middle School Year I</b>	<b>GOAL 2</b>
<b>FOCUS AREA</b>	<i>Students will demonstrate knowledge and develop awareness and appreciation of other languages and cultures.</i>
<p>I. History and Development of World Languages and Cultures</p> <p>II. Personal/Professional Use of Foreign Languages</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>-understand the purpose of language</li> <li>-describe forms of communication</li> <li>-explain how new words are being constantly added to languages</li> <li>-define basic historic/linguistic terms, such as: Indo-European, Angles, Saxons, Normans, B.C., A.D., derivatives, standardized</li> <li>-become familiar with the evolution of the following languages: English, Latin, Greek, French, German, Spanish</li> <li>-recognize the main historical events that have shaped the English language</li> <li>-develop an awareness of the concept of language families</li> <li>-recognize the major branches and languages of the Indo-European family</li> <li>-name at least two language families and one or two member languages</li> <li>-show awareness that there are several alphabets and name languages that use alphabets other than Roman</li> <li>-develop an understanding of the origin of words and the English language</li> <li>-name and locate places in the world where German, French, Spanish and Greek are spoken</li> <li>-locate Greece on a map and name at least one of its famous landmarks</li> <li>-discuss at a basic level some of the contributions of the ancient Greeks and Romans to modern thinking, mathematics, and science</li> <li>-explain the origin of the Olympic games</li> <li>-locate Rome on a map and outline the extent of the Roman empire in a general manner</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>-acknowledge the value of the study of foreign language as it relates to their study of English and other fields of study</li> <li>-demonstrate a working understanding of common foreign words and phrases frequently used in the English language</li> <li>-consider a variety of career areas and ways that knowledge of a foreign language would be of use in those careers</li> <li>-discuss the value of foreign language study in travel, appreciation of other cultures, and personal growth</li> <li>-develop an appreciation of the value of foreign language study in a global society</li> </ul>

--	--





<b>Garrett County Comparative Foreign Language Middle School Year II</b>	<b>GOAL 2</b>
<b>FOCUS AREA</b>	<i>Students will demonstrate knowledge and develop awareness and appreciation of other languages and cultures.</i>
<p>I. History and Development of World Languages and Cultures</p> <p>II. Personal/Professional Use of Foreign Languages</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>-understand the purpose of language</li> <li>-explain how and why new words are being constantly added to languages</li> <li>-become familiar with the evolution of the following languages: English, Latin, Greek, French, German, Spanish</li> <li>-show an understanding of the concept of language families</li> <li>-recognize the major branches and languages of the Indo-European family</li> <li>-develop an understanding of the origin of words and the English language</li> <li>-develop an understanding of the changing nature of words and their meanings</li> <li>-identify elements of and influence of French, German, and Spanish cultures in the United States and throughout the world</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>-acknowledge the value of the study of foreign language as it relates to their study of English and other fields of study</li> <li>-demonstrate a working understanding of common foreign words and phrases frequently used in the English language</li> <li>-consider a variety of career areas and ways that knowledge of a foreign language would be of use in those careers</li> <li>-discuss the value of foreign language study in travel, appreciation of other cultures, and personal growth</li> <li>-develop an appreciation of the value of foreign language study in a global society</li> </ul>

<b>Garrett County Comparative Foreign Language Middle School Year III</b>	<b>GOAL 1</b>
<b>FOCUS AREA</b>	<i>Students will use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.</i>
<p>I. Classical Languages</p> <p>II. Elements of Language: Similarities and Differences in Latin Greek French German Spanish</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>-appreciate the value of Greek and Latin roots in learning new vocabulary</li> <li>-use knowledge of Greek and Latin root words to infer meanings of English derivatives</li> <li>-recognize the influence of Greek and Latin on the development of English</li> <li>-list at least ten English words with Latin roots and explain the role of the root in the meaning of the word, e.g. <i>aqualung</i></li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>-define English words by combining root words and affixes</li> <li>-continue to see relationships between Latin and English</li> <li>-compare basic expressions of Latin, Greek, French, German, and Spanish <ul style="list-style-type: none"> <li>-colors</li> <li>-days</li> <li>-months</li> <li>-modes of address</li> <li>-foods</li> <li>-family members</li> <li>-telling time (optional)</li> <li>-sports (optional)</li> </ul> </li> <li>-recognize and explain the meaning of <i>cognates</i></li> <li>-explain the connection between English and Latin, Greek, French, German, and Spanish by naming several derivatives and words assimilated into the English language</li> <li>-name at least fifteen words or phrases in English that come from Latin, Greek, French, German, and Spanish</li> </ul>

<b>Garrett County Comparative Foreign Language Middle School Year III</b>	<b>GOAL 2</b>
<b>FOCUS AREA</b>	<i>Students will demonstrate knowledge and develop awareness and appreciation of other languages and cultures.</i>
<p>I. History and Development of World Languages and Cultures</p> <p>II. Personal/Professional Use of Foreign Languages</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>-understand the purpose of language</li> <li>-explain how and why new words are being constantly added to languages</li> <li>-become familiar with the evolution of the following languages: English, Latin, Greek, French, German, Spanish</li> <li>-describe the main historical events that shaped the English language</li> <li>-show an understanding for the concept of language families</li> <li>-recognize the major branches and languages of the Indo-European family</li> <li>-explain at a simple level how languages of the same family are alike</li> <li>-understand that English is in the Germanic branch of the Indo-European family</li> <li>-develop an understanding of the changing nature of words and their meanings</li> <li>-identify elements of and influence of French, German, and Spanish cultures in the United States and throughout the world</li> </ul> <p>The student will:</p> <ul style="list-style-type: none"> <li>-acknowledge the value of the study of foreign language as it relates to their study of English and other fields of study</li> <li>-demonstrate a working understanding of common foreign words and phrases frequently used in the English language</li> <li>-consider a variety of career areas and ways that knowledge of a foreign language would be of use in those careers</li> <li>-discuss the value of foreign language study in travel, appreciation of other cultures, and personal growth</li> <li>-develop an appreciation of the value of foreign language study in a global society</li> </ul>

--	--

<b>Garrett County Foreign Language Outcomes - LEVEL I HIGH SCHOOL</b>	<b>GOAL 1</b>	
<b>FOCUS AREA</b>	<i>Students will use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.</i>	<i>High School Core Learning Goals: Skills for Success</i>
<p>I. Listening</p> <p>II. Speaking</p> <p>III. Reading</p> <p>IV. Writing</p>	<p>The student will be able to understand:</p> <ul style="list-style-type: none"> <li>-teacher-talk at a deliberate rate with repetition;</li> <li>-classroom instructions and directions;</li> <li>-words and phrases in face-to face conversations in learned content areas;</li> <li>-main ideas and key words in familiar materials;</li> <li>-simple pre-recorded materials</li> </ul> <p>The student will be able to:</p> <ul style="list-style-type: none"> <li>-reproduce the sound system with reasonable accuracy;</li> <li>-name/identify people, places, objects, etc.;</li> <li>-give limited response to basic questions;</li> <li>-obtain basic information such as name, date, etc.;</li> <li>-express greetings, descriptions, agreement, disagreement, minimal courtesy, etc.</li> </ul> <p>The student will be able to:</p> <ul style="list-style-type: none"> <li>-comprehend written classroom instructions/directions;</li> <li>-comprehend printed materials such as signs, addresses, menus, etc.;</li> <li>-comprehend short selections containing high-frequency structures;</li> <li>-interpret symbols in the writing system;</li> <li>-select main ideas and key words in familiar material.</li> </ul> <p>The student will be able to:</p> <ul style="list-style-type: none"> <li>-copy words, phrases, short sentences accurately;</li> <li>-list/spell familiar items;</li> <li>-fill in information on simple forms (personal data);</li> <li>-write simple paragraphs using memorized material;</li> <li>-produce short notes or messages of a personal nature.</li> </ul>	<p><b>Communication Skills:</b> The student will monitor, problem-solve, and evaluate communication experiences.</p> <p><b>Interpersonal Skills:</b> The student will work effectively with others and participate responsibly in a variety of situations.</p> <p><b>Learning Skills:</b> The student will monitor progress, solve problems, and evaluate his or her own learning experiences, apply knowledge, skills, and strategies effectively in new learning situations.</p> <p><b>Communication Skills:</b> The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.</p> <p><b>Interpersonal Skills:</b> The student will work cooperatively with others in a variety of group situations.</p> <p><b>Learning Skills:</b> The student will apply acquired knowledge, skills, and strategies effectively in new learning situations.</p> <p><b>Thinking Skills:</b> The student will evaluate ideas, information, issues, and positions critically.</p> <p><b>Communication Skills:</b> The student will gather and manage information, using a variety of skills, strategies, resources, and technologies.</p> <p><b>Learning Skills:</b> The student will apply acquired knowledge, skills, and strategies effectively in new learning situations.</p> <p><b>Thinking Skills:</b> The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.</p> <p><b>Communication Skills:</b> The student will convey information, using a variety of skills, strategies, resources, and technologies.</p>



<b>Garrett County Foreign Language Outcomes - LEVEL I HIGH SCHOOL</b>	<b>GOAL 1</b>	
<b>FOCUS AREA</b>	<i>Students will use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.</i>	<i>High School Core Learning Goals: Skills for Success</i>
V. Vocabulary	<p>The student will understand, pronounce, and use in context vocabulary in various content areas:</p> <ul style="list-style-type: none"> <li>-alphabet</li> <li>-greetings, introductions, farewells</li> <li>-cardinal and ordinal numbers</li> <li>-time</li> <li>-weather</li> <li>-days, months, seasons, dates</li> <li>-home and school objects</li> <li>-friends and family members</li> <li>-money</li> <li>-countries and nationalities</li> <li>-buildings, places, events</li> <li>-sports and leisure activities</li> <li>-school subjects</li> <li>-clothing and body parts</li> <li>-adjectives, such as physical description, colors, etc.</li> <li>-regular and irregular verbs</li> <li>-verb idioms</li> <li>-subject pronouns</li> <li>-prepositions</li> </ul>	<p><b>Learning Skills:</b> The student will plan, monitor, and evaluate his or her own learning.</p> <p><b>Thinking Skills:</b> The student will generate creative ideas in a variety of situations.</p> <p><b>Communication Skills:</b> The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.</p>
VI. Grammatical Concepts	<p>The student will understand and use grammatical concepts in order to form complete sentences for oral and written communication:</p> <ul style="list-style-type: none"> <li>-genders of nouns</li> <li>-singular/plural</li> <li>-use of definite/indefinite articles</li> <li>-placement/agreement of adjectives with nouns</li> <li>-comparative/superlative forms of adjectives</li> <li>-subject/verb agreement</li> <li>-present tense, regular verbs</li> <li>-present tense, irregular verbs</li> <li>-subject pronouns</li> <li>-affirmative/negative statements</li> <li>-yes/no questions</li> <li>-information questions</li> <li>-prepositional phrases</li> </ul>	<p><b>Learning Skills:</b> The student will plan, monitor, and evaluate his or her own learning.</p> <p><b>Thinking Skills:</b> The student will think creatively, critically, and strategically to make effective decision, solve problems, and achieve goals.</p> <p><b>Communication Skills:</b> The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.</p> <p><b>Interpersonal Skills:</b> The student will work effectively with others and participate responsibly in a variety of situations.</p>

<b>Garrett County Foreign Language Outcomes - LEVEL I <u>HIGH SCHOOL</u></b>	<b>GOAL 2</b>	
<b>FOCUS AREA</b>	<i>Students will demonstrate knowledge and develop awareness and appreciation of other languages and cultures.</i>	<i>High School Core Learning Goals: Skills for Success</i>
I. Culture	<p>The student will understand and develop an awareness and appreciation of the unique aspects of the country or countries of the target language which may include:</p> <ul style="list-style-type: none"> <li>-maps of countries where languages are spoken</li> <li>-world map</li> <li>-family life</li> <li>-school life</li> <li>-holidays/vacations</li> <li>-leisure activities/sports</li> <li>-foreign money</li> <li>-basic history</li> <li>-current events</li> </ul>	<p><b>Thinking Skills:</b> The student will evaluate ideas, information, issues, and positions critically.</p> <p><b>Communication Skills:</b> The student will monitor, problem-solve, and evaluate communication experiences.</p> <p><b>Interpersonal Skills:</b> Show respect and empathy for the foreign culture being studied.</p>



# NOTES

<b>Garrett County Foreign Language Outcomes-LEVEL II-M HIGH SCHOOL</b>	<b>GOAL 1</b>	
<b>FOCUS AREA</b>	<i>Students will use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.</i>	<i>High School Core Learning Goals: Skills for Success</i>
I. Listening	The student will be able to understand: <ul style="list-style-type: none"> <li>-simple questions about self, family, and interests;</li> <li>-simple face-to face conversations on learning topics;</li> <li>-speech containing high-frequency structures and vocabulary in everyday situations.</li> </ul>	<b>Communication Skills:</b> The student will monitor, problem-solve, and evaluate communication experiences.
II. Speaking	The student will be able to: <ul style="list-style-type: none"> <li>-participate in simple conversations directed by teacher;</li> <li>-state preferences and opinions;</li> <li>-ask and answer information questions;</li> <li>-express basic needs in simple survival/travel situations.</li> </ul>	<b>Interpersonal Skills:</b> The student will work effectively with others and participate responsibly in a variety of situations.
III. Reading	The student will be able to: <ul style="list-style-type: none"> <li>-comprehend messages, questions, short notes on everyday topics;</li> <li>-determine main ideas and some supporting detail in simple materials;</li> <li>-comprehend learned materials and their recombination.</li> </ul>	<b>Learning Skills:</b> The student will monitor progress, solve problems, and evaluate his or her own learning experiences, apply knowledge, skills, and strategies effectively in new learning situations.
IV. Writing	The student will be able to: <ul style="list-style-type: none"> <li>-participate in simple conversations directed by teacher;</li> <li>-state preferences and opinions;</li> <li>-ask and answer information questions;</li> <li>-express basic needs in simple survival/travel situations.</li> </ul>	<b>Communication Skills:</b> The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.
I. Listening	The student will be able to: <ul style="list-style-type: none"> <li>-comprehend messages, questions, short notes on everyday topics;</li> <li>-determine main ideas and some supporting detail in simple materials;</li> <li>-comprehend learned materials and their recombination.</li> </ul>	<b>Interpersonal Skills:</b> The student will work cooperatively with others in a variety of group situations.
II. Speaking	The student will be able to: <ul style="list-style-type: none"> <li>-write short messages, postcards, personal letters;</li> <li>-request information which meets limited practical and personal needs;</li> <li>-write short paragraphs on assigned familiar topics.</li> </ul>	<b>Learning Skills:</b> The student will apply acquired knowledge, skills, and strategies effectively in new learning situations.
III. Reading	The student will be able to: <ul style="list-style-type: none"> <li>-write short messages, postcards, personal letters;</li> <li>-request information which meets limited practical and personal needs;</li> <li>-write short paragraphs on assigned familiar topics.</li> </ul>	<b>Thinking Skills:</b> The student will evaluate ideas, information, issues, and positions critically.
IV. Writing	The student will be able to: <ul style="list-style-type: none"> <li>-write short messages, postcards, personal letters;</li> <li>-request information which meets limited practical and personal needs;</li> <li>-write short paragraphs on assigned familiar topics.</li> </ul>	<b>Communication Skills:</b> The student will gather and manage information, using a variety of skills, strategies, resources, and technologies.
I. Listening	The student will be able to: <ul style="list-style-type: none"> <li>-write short messages, postcards, personal letters;</li> <li>-request information which meets limited practical and personal needs;</li> <li>-write short paragraphs on assigned familiar topics.</li> </ul>	<b>Learning Skills:</b> The student will apply acquired knowledge, skills, and strategies effectively in new learning situations.
II. Speaking	The student will be able to: <ul style="list-style-type: none"> <li>-write short messages, postcards, personal letters;</li> <li>-request information which meets limited practical and personal needs;</li> <li>-write short paragraphs on assigned familiar topics.</li> </ul>	<b>Thinking Skills:</b> The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals.
III. Reading	The student will be able to: <ul style="list-style-type: none"> <li>-write short messages, postcards, personal letters;</li> <li>-request information which meets limited practical and personal needs;</li> <li>-write short paragraphs on assigned familiar topics.</li> </ul>	<b>Communication Skills:</b> The student will convey information, using a variety of skills, strategies, resources, and technologies.
IV. Writing	The student will be able to: <ul style="list-style-type: none"> <li>-write short messages, postcards, personal letters;</li> <li>-request information which meets limited practical and personal needs;</li> <li>-write short paragraphs on assigned familiar topics.</li> </ul>	

<b>Garrett County Foreign Language Outcomes-LEVEL II-M HIGH SCHOOL</b>	<b>GOAL 1</b>	
<b>FOCUS AREA</b>	<i>Students will use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.</i>	<i>High School Core Learning Goals: Skills for Success</i>
V. Vocabulary	<p>The student will understand, pronounce, and use in context vocabulary in various content areas:</p> <ul style="list-style-type: none"> <li>-professions /occupations</li> <li>-leisure activities/entertainment</li> <li>-shopping skills</li> <li>-personal hygiene</li> <li>-travel</li> <li>-room /furnishings of the house</li> <li>-reflexive verbs</li> <li>-stem-changing verbs</li> <li>-idiomatic verbal expressions</li> <li>-adverbs</li> <li>-adjectives of personality, physical appearance, nationality</li> <li>-demonstrative adjectives</li> <li>-interrogative pronouns</li> <li>-reflexive pronouns</li> <li>-direct/indirect object pronouns</li> <li>-food /beverages</li> <li>-clothing</li> <li>-giving directions</li> <li>-town and community</li> </ul>	<p><b>Learning Skills:</b> The student will plan, monitor, and evaluate his or her own learning.</p> <p><b>Thinking Skills:</b> The student will generate creative ideas in a variety of situations.</p> <p><b>Communication Skills:</b> The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.</p>
VI. Grammatical Concepts	<p>The student will understand and use grammatical concepts in order to form complete sentences for oral and written communication:</p> <p><i>Verb tenses</i></p> <ul style="list-style-type: none"> <li>-present tense (<i>regular, irregular, stem- changing, reflexive</i>)</li> <li>-past tense(s)</li> <li>-verb phrases</li> </ul> <p><i>Pronoun usage</i></p> <ul style="list-style-type: none"> <li>-nominative</li> <li>-reflexive</li> <li>-objective</li> </ul> <p><i>Adjective usage</i></p> <ul style="list-style-type: none"> <li>-placement and agreement</li> <li>-comparatives and superlatives</li> <li>-interrogatives, demonstratives, possessives</li> </ul> <p><i>Sentence patterns</i></p> <ul style="list-style-type: none"> <li>-simple, compound, complex</li> <li>-declarative, interrogative, imperative (affirmative and negative)</li> </ul>	<p><b>Learning Skills:</b> The student will plan, monitor, and evaluate his or her own learning.</p> <p><b>Thinking Skills:</b> The student will think creatively, critically, and strategically to make effective decision, solve problems, and achieve goals.</p> <p><b>Communication Skills:</b> The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.</p> <p><b>Interpersonal Skills:</b> The student will work effectively with others and participate responsibly in a variety of situations.</p>

<b>Garrett County Foreign Language Outcomes-LEVEL II-M <u>HIGH SCHOOL</u></b>	<b>GOAL 2</b>	
<b>FOCUS AREA</b>	<i>Students will demonstrate knowledge and develop awareness and appreciation of other languages and cultures.</i>	<i>High School Core Learning Goals: Skills for Success</i>
I. Culture	The student will understand and continue to develop an awareness and appreciation of the unique aspects of the country or countries of the target language which may include: <ul style="list-style-type: none"> <li>-daily life</li> <li>-holidays/vacations</li> <li>-leisure activities/sports</li> <li>-continued history studies</li> <li>-current events</li> </ul>	<p><b>Thinking Skills:</b> The student will evaluate ideas, information, issues, and positions critically.</p> <p><b>Communication Skills:</b> The student will monitor, problem-solve, and evaluate communication experiences.</p> <p><b>Interpersonal Skills:</b> Show respect and empathy for the foreign culture being studied.</p>

# NOTES

<b>Garrett County Foreign Language Outcomes-LEVEL III-M HIGH SCHOOL</b>	<b>GOAL 1</b>	
<b>FOCUS AREA</b>	<i>Students will use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.</i>	<i>High School Core Learning Goals: Skills for Success</i>
I. Listening	The student will be able to understand: -conversations dealing with familiar topics; -main ideas and some details contained in short explanations or narratives.	<b>Communication Skills:</b> The student will monitor, problem-solve, and evaluate communication experiences. <b>Interpersonal Skills:</b> The student will work effectively with others and participate responsibly in a variety of situations.
II. Speaking	The student will be able to: -participate in face-to face conversations on familiar topics; -state and support preferences and opinions on topics of interest; -elicit practical information to satisfy basic travel/survival needs.	<b>Learning Skills:</b> The student will monitor progress, solve problems, and evaluate his or her own learning experiences, apply knowledge, skills, and strategies effectively in new learning situations. <b>Communication Skills:</b> The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations. <b>Interpersonal Skills:</b> The student will work cooperatively with others in a variety of group situations.
III. Reading	The student will be able to: -understand short literary works; -understand authentic materials such as social notes, letters, news articles, advertisements, and other realia.	<b>Learning Skills:</b> The student will apply acquired knowledge, skills, and strategies effectively in new learning situations. <b>Thinking Skills:</b> The student will evaluate ideas, information, issues, and positions critically. <b>Communication Skills:</b> The student will gather and manage information, using a variety of skills, strategies, resources, and technologies.
IV. Writing	The student will be able to: -write using a variety of tenses; -take notes in target language with teacher-guidance; -write paragraphs on topics of interest; -begin to express original ideas.	<b>Learning Skills:</b> The student will apply acquired knowledge, skills, and strategies effectively in new learning situations. <b>Thinking Skills:</b> The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals. <b>Communication Skills:</b> The student will convey information, using a variety of skills, strategies, resources, and technologies.

<b>Garrett County Foreign Language Outcomes-LEVEL III-M HIGH SCHOOL (cont)</b>	<b>GOAL 1</b>	
<b>FOCUS AREA</b>	<i>Students will use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.</i>	<i>High School Core Learning Goals: Skills for Success</i>
V. Vocabulary	<p>The student will understand, pronounce, and use in context vocabulary in various content areas.</p> <p>The student will reinforce previously learned vocabulary and acquire new vocabulary through reading, culture study, and written composition.</p> <p>Specific content areas of vocabulary study may vary from language to language.</p>	<p><b>Learning Skills:</b> The student will plan, monitor, and evaluate his or her own learning.</p> <p><b>Thinking Skills:</b> The student will generate creative ideas in a variety of situations.</p> <p><b>Communication Skills:</b> The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.</p>
VI. Grammatical Concepts	<p>The student will understand and use grammatical concepts in order to form complete sentences for oral and written communication which may include:</p> <ul style="list-style-type: none"> <li>-reinforce previously learned grammatical concepts</li> <li>-imperfect, future, conditional, subjunctive verb conjugations</li> <li>-passive voice</li> <li>-possessive case of nouns</li> <li>-perfect and progressive tenses</li> <li>-participles</li> <li>-relative pronouns</li> <li>-use of conjunctions</li> </ul>	<p><b>Learning Skills:</b> The student will plan, monitor, and evaluate his or her own learning.</p> <p><b>Thinking Skills:</b> The student will think creatively, critically, and strategically to make effective decision, solve problems, and achieve goals.</p> <p><b>Communication Skills:</b> The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.</p> <p><b>Interpersonal Skills:</b> The student will work effectively with others and participate responsibly in a variety of situations.</p>

<b>Garrett County Foreign Language Outcomes-LEVEL III-M <u>HIGH SCHOOL</u> (cont)</b>	<b>GOAL 2</b>	
<b>FOCUS AREA</b>	<i>Students will demonstrate knowledge and develop awareness and appreciation of other languages and cultures.</i>	<i>High School Core Learning Goals: Skills for Success</i>
I. Culture	<p>The student will understand and continue to develop an awareness and appreciation of the unique aspects of the country or countries of the target language.</p> <p>At this level, cultural studies relate to historical, geographical, and literary studies, as well as current events and daily life situations, in the target language.</p>	<p><b>Thinking Skills:</b> The student will evaluate ideas, information, issues, and positions critically.</p> <p><b>Communication Skills:</b> The student will monitor, problem-solve, and evaluate communication experiences.</p> <p><b>Interpersonal Skills:</b> Show respect and empathy for the foreign culture being studied.</p>



# NOTES

<b>Garrett County Foreign Language Outcomes - LEVEL IV-H HIGH SCHOOL</b>	<b>GOAL 1</b>	
<b>FOCUS AREA</b>	<i>Students will use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.</i>	<i>High School Core Learning Goals: Skills for Success</i>
I. Listening	The student will be able to understand: -main ideas and some details from conversations on a range of topics; -main ideas from weather reports, newscasts, etc.	<b>Communication Skills:</b> The student will monitor, problem-solve, and evaluate communication experiences. <b>Interpersonal Skills:</b> The student will work effectively with others and participate responsibly in a variety of situations.
II. Speaking	The student will be able to: -narrate present, past, and future events in areas of personal interest; -initiate conversations necessary to satisfy survival needs and social demands.	<b>Learning Skills:</b> The student will monitor progress, solve problems, and evaluate his or her own learning experiences, apply knowledge, skills, and strategies effectively in new learning situations. <b>Communication Skills:</b> The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations. <b>Interpersonal Skills:</b> The student will work cooperatively with others in a variety of group situations.
III. Reading	The student will be able to: -comprehend with teacher guidance information and main ideas in selected materials; -comprehend key information and some supporting statements in current authentic materials.	<b>Learning Skills:</b> The student will apply acquired knowledge, skills, and strategies effectively in new learning situations. <b>Thinking Skills:</b> The student will evaluate ideas, information, issues, and positions critically. <b>Communication Skills:</b> The student will gather and manage information, using a variety of skills, strategies, resources, and technologies.
IV. Writing	The student will be able to: -take notes in target language on factual topics; -express ideas and opinions with limited support statements; -write short essays using a variety of tenses.	<b>Learning Skills:</b> The student will apply acquired knowledge, skills, and strategies effectively in new learning situations. <b>Thinking Skills:</b> The student will think creatively, critically, and strategically to make effective decisions, solve problems, and achieve goals. <b>Communication Skills:</b> The student will convey information, using a variety of skills, strategies, resources, and technologies.

<p>Garrett County Foreign Language Outcomes - LEVEL IV-H <u>HIGH SCHOOL</u> (cont)</p>	<p align="center"><b>GOAL 1</b></p>	
<p align="center"><b>FOCUS AREA</b></p>	<p><i>Students will use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.</i></p>	<p><i>High School Core Learning Goals: Skills for Success</i></p>
<p>V. Vocabulary</p>	<p>The student will understand, pronounce, and use in context vocabulary in various content areas.</p> <p>The student will reinforce previously learned vocabulary and acquire new vocabulary through reading, culture study, and written composition.</p> <p>Specific content areas of vocabulary study may vary from language to language.</p>	<p><b>Learning Skills:</b> The student will plan, monitor, and evaluate his or her own learning.</p> <p><b>Thinking Skills:</b> The student will generate creative ideas in a variety of situations.</p> <p><b>Communication Skills:</b> The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.</p>
<p>VI. Grammatical Concepts</p>	<p>The student will understand and expand the use of grammatical concepts in order to form complete sentences for oral and written communication which may include:</p> <ul style="list-style-type: none"> <li>-previously learned grammatical concepts</li> <li>-imperfect, future, conditional, subjunctive verb conjugations</li> <li>-passive voice</li> <li>-possessive case of nouns</li> <li>-perfect and progressive tenses</li> <li>-participles</li> <li>-relative pronouns</li> <li>-use of conjunctions</li> </ul>	<p><b>Learning Skills:</b> The student will plan, monitor, and evaluate his or her own learning.</p> <p><b>Thinking Skills:</b> The student will think creatively, critically, and strategically to make effective decision, solve problems, and achieve goals.</p> <p><b>Communication Skills:</b> The student will plan, participate in, monitor, and evaluate communication experiences in a variety of situations.</p> <p><b>Interpersonal Skills:</b> The student will work effectively with others and participate responsibly in a variety of situations.</p>

<b>Garrett County Foreign Language Outcomes - LEVEL IV-H HIGH SCHOOL (cont)</b>	<b>GOAL 2</b>	
<b>FOCUS AREA</b>	<i>Students will demonstrate knowledge and develop awareness and appreciation of other languages and cultures.</i>	<i>High School Core Learning Goals: Skills for Success</i>
VII. Culture	<p>The student will understand and continue to develop an advanced awareness and appreciation of the unique aspects of the country or countries of the target language.</p> <p>At this level, cultural studies relate to historical, geographical, and literary studies, as well as current events and daily life situations, in the target language.</p> <p>Studies include the contributions and influences of significant individuals of the target cultures in areas such as:</p> <ul style="list-style-type: none"> <li>-literature</li> <li>-art</li> <li>-music</li> <li>-science</li> <li>-philosophy</li> <li>-history.</li> </ul>	<p><b>Thinking Skills:</b> The student will evaluate ideas, information, issues, and positions critically.</p> <p><b>Communication Skills:</b> The student will monitor, problem-solve, and evaluate communication experiences.</p> <p><b>Interpersonal Skills:</b> Show respect and empathy for the foreign culture being studied.</p>

# Garrett County Approved Resources

## Comparative Foreign Language

### *Exploring Languages*

Dora Kennedy, Pat Barr-Harrison, Maria Guarrera Wilmeth  
National Textbook Company, 1994

### *Invitation to Languages*

Conrad J. Schmitt  
Glencoe McGraw-Hill, 1998

## French I

### *French for Mastery I – Salut, les Amis!*

Jean-Paul and Rebecca Valette  
D.C. Heath and Company, 1990

### *Discovering French Bleu*

Jean-Paul and Rebecca Valette  
D.C. Heath and Company, 1993

## French II

### *French for Mastery II – Tous Ensemble*

Jean-Paul and Rebecca Valette  
D.C. Heath and Company, 1990

### *Discovering French Blanc*

Jean-Paul and Rebecca Valette  
D.C. Heath and Company, 1994

## French III

### *French for Mastery II – Tous Ensemble*

Jean-Paul and Rebecca Valette  
D.C. Heath and Company, 1990

### *Discovering French Rouge*

Jean-Paul and Rebecca Valette  
D.C. Heath and Company, 1995

## French IV

### *French for Fluency*

Jean-Paul and Rebecca Valette  
D.C. Heath and Company, 1990

### *Discovering French Rouge*

Jean-Paul and Rebecca Valette  
D.C. Heath and Company, 1995

## German I

### *Deutsch Konkret 1*

Neuner, et al.  
Langenscheidt, 1989

## German II

### *Deutsch Konkret 2*

Neuner, et al.  
Langenscheidt, 1989

## German III

### *Deutsch Konkret 3*

Neuner, et al.  
Langenscheidt, 1989

## German IV

### *German Second and Third Years*

Harry F. Reinert  
Amsco School Publications, 1985

## Spanish I and II

### *Voces y Vistas*

Reynolds, Rodriguez, Schonfeld  
Scott Foresman, 1989

## Spanish III and IV

### *Pasos y Puentes*

Reynolds, Rodriguez, Schonfeld  
Scott Foresman, 1989

# NOTES