

Curriculum Unit Planner – Template And Example

Unit Planner--Template A

Unit: -----

	Goal 1: COMMUNICATION	Goal 2: CULTURES	Goal 3: CONNECTIONS	Goal 4: COMPARISONS	Goal 5: COMMUNITIES
Goals					
Standards					
Contexts/ Outcomes					
Progress Indicators					
Essential Skills/ Knowledge					
Assessments					
Instructional Strategies					
Resources					

From Nebraska Department of Education. 1996. *Nebraska K-12 Foreign Language Frameworks*. Lincoln, Nebraska, 215. Reprinted with permission.

Unit: Solar System **Unit Planner--Example A**

Goals	Goal 1: COMMUNICATION	Goal 2: CULTURES	Goal 3: CONNECTIONS	Goal 4: COMPARISONS	Goal 5: COMMUNITIES
Standards	1.1 Students engage in conversation... 1.2 Students understand and Interpret...		3.1 Students reinforce and further knowledge...		5.1 Students apply language skills and knowledge...
Contexts/ Outcomes	Same for all goals: Students engage in conversations and understand and interpret language about the solar system.				
Progress Indicators	1.1.G Ask/answer questions 1.1.F Respond to one-on-one Interactions 1.1.H Make/respond to requests... 1.2.A Respond to directions... 1.2.B Make an identification 1.2.C Read and respond.. 1.2.E Identify cues..		3.1.A Identify & apply information & skills		5.1.A Identify target language... 5.1.B Locate connections...
Essential Skills/ Knowledge	Same for all progress indicators: <ul style="list-style-type: none"> • Solar system vocabulary--planets, meteors, sun, etc. • Ordinal numbers • Distance vocabulary--far, near, etc. • Descriptive vocabulary--big, small, biggest, smallest, colors, etc. 				
Assessments	Same for all progress indicators: <ul style="list-style-type: none"> • Given a children's book in the target language about the solar system, students will summarize the main ideas. • Students use pocket chart to arrange planets and use ordinal numbers. • Students create models of our solar system which reflect accurate size and distance. • Students use this model to orally describe the planets and their relationship to each other and sun and/or earth. 				
Instructional Strategies	Same for all progress indicators: <ul style="list-style-type: none"> • TPR with planets, ordinal numbers • Listening comprehension tasks • Pairwork • Bingo 				
Resources	Same for all progress indicators: <ul style="list-style-type: none"> • Books in target language about the solar system • Ordinal numbers in the target language • Planets and their names in the target language • Sentence strips about planets and solar system (can be taken from the book) 				

From Nebraska Department of Education. 1996. *Nebraska K-12 Foreign Language Frameworks*. Lincoln, Nebraska, 216. Reprinted with permission.

Early Foreign Language Program Goals

Programs That Are Sequential • Cumulative • Continuous •
Proficiency-Oriented • Part of an Integrated K-12 Sequence

Programs That Are Sequential • Cumulative • Continuous •
Proficiency-Oriented • Part of an Integrated K-12 Sequence

Program Type	Percent of Class Time Spent in Foreign Language per Week	Goals
Total Immersion Grades K-6	50-100% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning per se incorporated as necessary throughout curriculum.)	To become functionally proficient in the foreign language. To master subject content taught in the foreign language. To acquire an understanding of and appreciation for other cultures.
Two-Way Immersion Grades K-6 (Also called two-way bilingual, dual language, or developmental bilingual education)	At least 50% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning per se incorporated as necessary throughout curriculum. Student population is both native speakers of English and of the foreign language.)	To become functionally proficient in the language that is new to the student. To master subject content taught in the foreign language. To acquire an understanding of and appreciation for other cultures.
Partial Immersion Grades K-6	Approximately 50% (Time is spent learning <i>subject matter</i> taught in foreign language; language learning per se incorporated as necessary throughout curriculum.)	To become functionally proficient in the language (although to a lesser extent than is possible in total immersion). To master subject content taught in the new language. To acquire an understanding of and appreciation for other cultures.
Content-Based FLES Grades K-6	15-50% (Time spent learning language per se as well as learning <i>subject matter</i> in the foreign language.)	To acquire proficiency in listening, speaking, reading, and writing the foreign language. To use subject content as a vehicle for acquiring foreign language skills. To acquire an understanding of and appreciation for other cultures.
FLES Grades K-6	5-15% (Minimum 75 minutes per week, at least every other day.) Time is spent learning language per se.	To acquire proficiency in listening and speaking (degree of proficiency varies with the program). To acquire an understanding of and appreciation for other cultures. To acquire some proficiency in reading and writing (emphasis varies with the program).

Programs That Are Noncontinuous and Not Usually
Part of an Integrated K-12 Sequence

FLEX Grades K-8 (Frequent and regular sessions over a short period of time or short and/or infrequent sessions over an extended period of time.)	1-5% (Time spent sampling one or more languages and/or learning <i>about</i> language—sometimes taught mostly in English.)	To develop an interest in foreign languages for future language study. To learn basic words and phrases in one or more foreign languages. To develop careful listening skills. To develop cultural awareness. To develop linguistic awareness.
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SOURCE: Nancy Rhodes, Center for Applied Linguistics, 1985. Adapted and revised by Pesola and Curtain, 1993.

From Curtain, Helena A., and Pesola, Carol A. 1994. 2nd ed. *Languages and Children – Making the Match – Foreign Language Instruction for an Early Start Grades K-8*. White Plains, New York: The Longman Publishing Group, 30. Reprinted with permission.

Foreign Language Department: CAPT Action Plan (Enfield High School and Enrico Fermi High School)

Foreign Language Department: Connecticut Academic Performance Test Action Plan: Current Strategies and Techniques and Plans for Improvements at Enfield High School and Enrico Fermi High School Enfield, Connecticut

Prepared by Donna Lyons, Chairperson of Foreign Languages, Enfield High School

<p style="text-align: center;">State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test</p> <p>Use realistic problems and current issues to apply academic skills</p>	<p style="text-align: center;">Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes</p> <p>Students in foreign languages confront realistic problems and current issues in daily language activities. Assignments, readings, discussions, and research include current events and real-life situations. Students engage in conversation, provide and obtain information, express feelings, and exchange opinions in the target language.¹ In Latin classes, students use realistic problems and historical issues in the application of language skills. In addition, Latin students develop a basic understanding of the perspectives of Greco-Roman culture.²</p>	<p style="text-align: center;">Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community</p> <p>Continued use of realistic problems through discussion of current events in this country and in other world communities as a springboard for language learning. Develop written and spoken exercises which focus on language development through discussions of current events. Include speakers from the community in our class activities who will present the realistic issues of today's global communities to language students.</p>
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¹*Standards for Foreign Language Learning: Preparing for the 21st Century.* Lawrence, KA: Allen Press, Inc., 1996.

²*Standards for Classical Language Learning: A Collaborative Project of The American Classical League, The American Philological Association, and Regional Classical Associations,* 1997.

Foreign Language Department: CAPT Action Plan (Enfield High School and Enrico Fermi High School)

<p style="text-align: center;">State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test</p>	<p style="text-align: center;">Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes</p>	<p style="text-align: center;">Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community</p>
<p>Consistently ask for oral and written explanations with a focus on "Why?", "How do you know?", "Justify your answer" and "Explain your reasoning" and "Explain your reasoning"</p>	<p>Class activities in all languages include discussions and conversations in which students can express feelings and exchange differing opinions. These discussions are not limited within a time framework in that students are constantly working to understand history and contemporary society and to compare aspects of the past with issues of the present.</p>	<p>Include requests for oral and written explanations with a focus on "Why?", "How do you know?", "Justify your answer" and "Explain your reasoning" on mid-year and final examinations and assessments throughout the year. Develop more classroom activities in which students engage in conversations and discussions to express their feelings and present opinions. These activities will also reinforce academic and communicative language skills.</p>
<p>Regularly present open-ended problems with a variety of appropriate solutions or solution paths</p>	<p>Dialogues, conversations, and situation activities in Spanish and French present open-ended problems which have a multitude of possible solutions. Discussions of literature, mythology, and historical events in Latin present the opportunity to pose alternative solutions to historical or mythological events.</p>	<p>Create more cooperative learning and pairing situations in all languages wherein students can pursue appropriate and alternative solutions to contemporary and historical situations. Include these activities as part of student assessment activities. Provide opportunities for teachers to observe language teachers in other districts who employ problem-solving techniques within the target language.</p>
<p>Motivate students to be curious, engaged, independent, and collaborative learners</p>	<p>Language units currently employ the strategy of cooperative learning. Students in Spanish, Latin, and French classes work together on translation activities, research projects, conversation activities, and class presentations. In addition, assignments outside of class involve library research and Internet information retrieval.</p>	<p>Increase the use of technology in the language classroom. Include Internet communication between our students and other world language learners. Encourage on-line research and information retrieval through library access and computer lab activities. Provide Internet training for all language teachers. Provide opportunities for attendance at workshops for all language teachers to improve their cooperative learning strategies and techniques.</p>

Foreign Language Department: CAPT Action Plan (Enfield High School and Enrico Fermi High School)

State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test	Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes	Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community
<p>Ensure familiarity with CAPT test formats</p>	<p>Limited familiarity with CAPT test formats is provided for language teachers at this point.</p>	<p>Provide solid training for language teachers in the important areas of Interdisciplinary and Language Arts portions of the CAPT. Enable teachers to attend state-run workshops on CAPT. Language teachers will then be able to more appropriately include CAPT-style questions in language activities and student assessments.</p>
<p>Have students read, discuss, interpret, and compare a variety of reading material</p>	<p>Students in Spanish, French, and Latin classes are provided with a wide range of reading material, in English and in the target language, which addresses culture, history, language, literature, and contemporary and ancient societal behaviors. Students are encouraged to interpret and comment on this material making valid comparisons and affording students the chance to offer opinions.</p>	<p>Develop and maintain reading files for each language which provide reading materials addressing all aspects of language and culture study. Increase the readings to include art, music, culinary arts, and technology in Spanish, French, and the Greco-Roman cultures.</p>
<p>Encourage students to take the CAPT seriously</p>	<p>We discuss the importance of the CAPT in open discussions, in English, in all of our language classes. Questions from students are answered openly and honestly by language teachers. Encouragement is given at all levels of study for students to take the CAPT and to take it seriously. Future plans and college and career choices are included in these discussions.</p>	<p>Continue to reinforce the importance of the CAPT for all of our students. Expand our discussions to include all students from grades 9-12 and to occur at all times during the year, even beginning in September.</p>

Foreign Language Department: CAPT Action Plan (Enfield High School and Enrico Fermi High School)

<p style="text-align: center;">State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test</p>	<p style="text-align: center;">Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes</p>	<p style="text-align: center;">Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community</p>
<p>Ensure that students read authentic literature and respond in writing and through discussion to various ideas, characters, themes, and related literature and situations</p>	<p>Latin students read, discuss, interpret, and compare the literature of a great number of ancient authors. The prose styles of this literature includes essays, letters, and narratives. Advanced Spanish and French students also read, discuss, interpret, and compare literature in those languages. In addition, Latin students compare the poetry and prose of the ancient world with contemporary literature.</p>	<p>Continue offering a wide exposure of literature and authors to students of all levels of language study. Included in the readings can be contemporary Hispanic writers whose works reflect modern Hispanic culture here in the United States as well as in Latin American countries. Expand the curriculum offerings to include more poetry and prose in Latin, Spanish, and French.</p>
<p>Ensure that students understand and can apply the conventions of language usage</p>	<p>One of the strengths of the study of Latin is the opportunity it provides students to understand the conventions of English usage. In addition, the basic grammatical learning activities of Latin study greatly increase students' understanding and correct usage of language conventions in all languages. As the parent of Romance languages (Spanish and French) Latin study also extends to increase student understanding of other foreign languages. In addition, the study of French and Spanish will also afford students the opportunity to understand language conventions and to apply those conventions.</p>	<p>Continue to provide all students the opportunity to study at least one language in high school. Increase the language program to include other languages, such as German, Italian, and other world languages.</p>
<p>Ensure that students have many opportunities to generate ideas, develop and clarify their ideas in writing in order to express personal ideas, inform, and persuade</p>	<p>Included in the activities of Spanish, French, and Latin is the important component of writing. Beyond the translation activities, which are in themselves exceptional opportunities to generate ideas and express ideas in English, language class activities include simple and complex writing assignments through which students can express their personal ideas, inform, and persuade.</p>	<p>Expand the writing opportunities for our students. Offer opportunities for critical analysis through writing, both in English and in the target language. Give teachers the opportunity to attend workshops and presentations on teaching critical thinking, incorporate these strategies into writing assignments for all language students in class and in assessment activities.</p>

Foreign Language Department: CAPT Action Plan (Enfield High School and Enrico Fermi High School)

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<p>Incorporate language experiences that require students to think critically about situations and events</p>	<p>We provide opportunities for immersion activities (international travel, local and regional field trips, inter-school learning activities) for all language students. Activities growing out of these experiences include writing exercises and conversations in which students evaluate the experiences and comment on the impact those experiences had on language learning. In addition, students address contemporary and historical events and individuals, from the particular language and culture perspective. These activities enable students to evaluate, assess, and think critically about the situations and the people involved in the situations.</p>	<p>Increase cooperative language experiences for our students whereby they are able to maintain contact with other language learners. These opportunities can include foreign travel and direct contact and interaction with language students in the area. Ensure that students have the opportunity to evaluate the situations and to react to the experience. Open communication between the secondary and elementary levels in our system to provide opportunities for cooperative learning between our students and those of the elementary grades.</p>
<p>Ensure that students explore concepts of number and quantity in foreign languages to support the mathematics portion of the CAPT</p>	<p>Foreign language classes are unique in that teachers have the ability to infuse cross-curricular material into nearly every lesson. Support for mathematics training and skill development is part of the teaching in the foreign language classroom. Cardinal and ordinal numbers are taught in all languages. Roman numerals are also taught in Latin classes. Work with Roman numerals gives students the opportunity to approach mathematics from another perspective. Solutions to Roman numeral problems challenge students in the area of thought, critical thinking, comparisons, and simple mathematical processes.</p>	<p>Create interdisciplinary mathematics learning activities between language classes and other disciplines. Such activities might include historical learning focuses in mathematics classes (Descartes, Archimedes) or perspective and mathematical proportions in art classes (Escher, Dali, ancient Greek sculpture and architecture).</p>

Foreign Language Department: CAPT Action Plan (Enfield High School and Enrico Fermi High School)

<p style="text-align: center;">Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community</p>	<p style="text-align: center;">Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes</p>	<p style="text-align: center;">State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test</p>
<p>Continue the analysis and evaluation of current textbooks and language teaching strategies to present exercises in problem-solving and techniques of understanding to all language students. Ensure that the ACTFL standards of language acquisition and teaching are central to the revised and reviewed curricula in languages.</p>	<p>In all language classes, realistic situations are used to approach understanding and problem-solving. In modern languages, this strategy uses contemporary travel, school, career, family, and community situations to teach grammar, comprehension, and oral communication skills. In Latin classes, students are encouraged to compare civilizations and cultures in the process of understanding our own world. Problem-solving is approached through a compare and contrast methodology which enables students to pursue solutions to open-ended problems or situations.</p>	<p>Use realistic problems to develop language through understanding and problem-solving</p>
<p>Continue and expand student exposure to important issues which are central to contemporary living and which can be taken directly from the literature of other cultures.</p>	<p>In language classes we infuse current events and historical documents into lessons on culture and history of the ancient and modern worlds. We encourage students to analyze situations and actions and take stands on important issues of ethics. In Latin classes the issues of ethics are central to the translations which deal with Aeneas and the Trojan War, Cicero's life and writing, Cincinnatus, Julius Caesar, and the quests of heroes in mythology.</p>	<p>Ensure that language students have many opportunities to identify an issue and recognize a point of view</p>
<p>Continue to focus on vocabulary building as part of language teaching strategies. Work closely with English department members to coordinate vocabulary and English usage with language teaching units.</p>	<p>In all language classes students are given daily opportunities to work in writing from the target language into English and <i>vice versa</i>. In addition, Latin classes stress English derivation with every vocabulary lesson. Our textbooks present important etymology lessons at the end of each chapter. All languages use the strategies of linking written and oral linguistic practice.</p>	<p>Ensure that students transfer their oral skills into written language and <i>vice versa</i></p>

Foreign Language Department: CAPT Action Plan (Enfield High School and Enrico Fermi High School)

<p>State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test</p> <p>Ensure that the foreign language curriculum emphasizes teaching for understanding</p>	<p>Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes</p> <p>Summarization skills are developed in all languages. Dialogues and conversations in French and Spanish use the strategy of summarization of readings and video presentations. Latin students are taught to write short, Latin summaries of myths which are studied in class. Often these summaries are accompanied by visual creations, either drawn or created by collage technique. Advanced Latin prose and poetry students work throughout the year to develop an understanding of rhetoric and the value it has in comprehension and understanding of written and spoken passages.</p>	<p>Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community</p> <p>Work cooperatively with English teachers to teach rhetoric across the curriculum. Encourage students to write original poetry in foreign languages. Submit this writing to the school anthology.</p>
<p>Ensure that the foreign language programs in Spanish, French and Latin emphasize the application of academic skills to real world problems</p>	<p>In all language classes, students are engaged in activities and projects which connect the study of languages to the real world. Current events are a major focus of class activities. Communication and understanding in the target language are enhanced by posed situations and problems which students must solve. Historical scenarios present settings through which students are able to see contemporary issues as well as past events. Political issues are always in the forefront of our teachings, including modern European problems and events, Latin American political developments, and historical trials and politics from the ancient world.</p>	<p>Continue to infuse issues of world concern in language class activities and readings. Supply classes with contemporary and current magazines and newspapers in French and in Spanish. Open the language program to include more foreign languages, including Japanese, Russian, Italian, and German. Offer short study units on ancient Greece and classical Greek to students. Continue to provide the opportunity for foreign travel to our language students. Engage in more interdisciplinary work with the social studies and art departments.</p>

Foreign Language Department: CAPT Action Plan (Enfield High School and Enrico Fermi High School)

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<p>Ensure that the foreign language activities include work with open-ended problems</p>	<p>All of our translations and our dialogues in foreign languages offer the opportunity for open-ended problem solving. French and Spanish classes pursue this type of activity through staged conversational scenarios in which students create their own situations and outcomes. Questions and answers relating to the <i>Destinos</i> program in Spanish offer opportunities to solve questions and pose possible solutions. In Latin classes, students are engaged in creating myths and reversing the endings on stories. This type of creative thinking and problem-solving is of great support to students preparing for the CAPT.</p>	<p>Add more open-ended problem-solving activities to all language class activities. Develop this strategy with cooperative learning situations and group work. Enable teachers to attend workshops to explore new ways to teach open-ended activities to students through languages.</p>
<p>Ensure that students have many opportunities to learn and explore life science, earth science, space science, and physical science</p>	<p>The Foreign Language Department is very conscious of its role in interdisciplinary support. Because of our cross-curricular approach in every language, language students have the opportunity to learn and explore science in our classes. Students in all languages study the vocabulary and identification of parts of the body, medicine and medical practices. Spanish students study a unit on the rain forest and understand our ecological responsibilities as part of the global community. Latin students are very aware of the Latin nomenclature for all scientific terms. Latin students learn mythology thoroughly, from which come the names of the planets, the stories behind our constellations, and the derivation of space project nomenclature. Latin students learn the mythology behind such natural phenomena as the changing seasons, the Narcissus flower, and volcanoes.</p>	<p>Continue to stress the cross-curricular advantage that language students have in preparing for the CAPT. Make the administration more aware of the role that languages have in the interdisciplinary learning of our students.</p>

Foreign Language Department: CAPT Action Plan (Enfield High School and Enrico Fermi High School)

<p style="text-align: center;">State Department of Education Recommendations, Strategies, and Instructional Implications of the CAP-Test</p> <p>Ensure that students have an opportunity to address an audience through their oral proficiency training</p>	<p style="text-align: center;">Approaches, Strategies, and Techniques Presently Used in the Foreign Language Curricula and Classes</p> <p>This is a constant theme in our language classes. All classes employ the strategy of dialogues or class presentations. Students in language classes have daily opportunities to address their class or other classes through reports or cooperative projects. Latin students participate in activities such as State Latin Day in which they meet other Latin students and join conversational workshops or compete in the Declamation Contest. Our participation in the COLT State Poetry Recitation Contest is a perfect opportunity for students to address an audience through their oral proficiency training. Our students recite in Latin, French, and in Spanish.</p>	<p style="text-align: center;">Action Plans for Improvement by Teachers, Administrators, Board of Education, and the Enfield Community</p> <p>Offer the opportunity for students to present recitations in foreign languages to the student body. Bring our oral proficiency training to other schools within the district. Give students the opportunity to travel to areas where other languages are spoken exclusively.</p>
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Foreign Language Department Action Plan: Current Strategies and Techniques and Plans for Improvements
Prepared by Donna Lyons, Chairperson of Foreign Languages, Enfield High School, November 1997. Reprinted with permission.

From *Foreign Language Department Action Plan: Current Strategies and Techniques and Plans for Improvements*, an unpublished document prepared by Donna M. Lyons, chairperson of foreign languages, Enfield, Connecticut, High School, November 1997. Reprinted with permission.

Connections

How World Languages Curriculums Support and Reinforce the Connecticut K-8 Language Arts and Mathematics Content Standards and the Connecticut Mastery Test Objectives for Language Arts and Mathematics

World Languages and Language Arts

Each of the four Connecticut Language Arts Content Standards¹ can be supported by activities and effective teaching strategies presented in world languages classes. Since the Language Arts Content Standards will form the basis for the Connecticut Mastery Test (CMT) language arts objectives, Grades K-8, in the next generation of the CMT, these same language activities become a significant factor in preparation for the Connecticut Mastery Test for students who are enrolled in world languages classes.

The selected world languages activities described in this project help students develop the following language arts competencies: constructing meaning from a written work; developing skills in analyzing, elaborating and responding critically to what is read; synthesizing explicit and implicit information; developing conceptual understanding; and improving creative expression. All of these skills are addressed in the Language Arts Content Standards and, accordingly, in the CMT objectives.

This project defines an existing but relatively unexplored partnership between the curriculums of language arts and world languages. It offers a perspective of interdisciplinary support with which teachers and administrators can review their curriculums, understand the world languages strategies which lend valuable support to a student's language arts development, and can work toward a fuller interdisciplinary collaboration within a school system to assist students in higher achievement on the CMTs.

The following world languages activities and strategies support the Language Arts Content Standards and reflect world languages instruction. The degree of success in reinforcing the Language Arts Content Standards is based on (1) the frequency of sessions and number of contact hours students have in a world language class; (2) how early students begin their study of world languages (kindergarten, Grades 1, 2, 3, 4, 5 or 6); and (3) the design of a district's world languages curriculum.

Note: The term "texts" may include spoken, visual or written products in the target language which reflect the target culture(s) and, at times, the culture of the United States.

Connections is a project being developed by Mary Donna Lyons, Enfield High School, Enfield, CT and Emily S. Peel of Wethersfield High School, Wethersfield, CT. Reprinted with permission.

¹*The Connecticut Framework K-12 Curricular Goals and Standards*. State of Connecticut Department of Education, 1998.

Language Arts Content Standard #1

READING AND RESPONDING: *Students will read and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts.*

World Languages Strategies and Activities To Support Reading and Responding:

1. Students generate a variety of responses to an oral, visual or written text in the target language, e.g., simple descriptions, drawings, presentations using props or visuals.
2. Students use what they know to identify or infer important characters, settings, themes, events, ideas, relationships or details within a work in the target language.
3. Students analyze, elaborate on and respond critically to a variety of texts and illustrations using the target language.
4. Students identify the type of text and use strategies to accomplish a range of activities appropriate to the text in the target language, e.g., talking and writing, using graphic organizers, drawing, listing, creating time lines.
5. Students ask and answer their own and each other's literal and inferential text-related questions using the target language.
6. Students begin listening to, reading or viewing texts in the target language, then use the target language to tell how they think texts will turn out, and finally complete the texts to confirm or revise their predictions.
7. Students practice using strategies to monitor and self-correct their comprehension as they listen to and read texts in the target language.
8. Students identify and explain in the target language the ways in which different texts in the target language differ from one another, e.g., rhymes, stories, songs, illustrations.
9. Students learn and demonstrate appropriate use of a variety of word recognition strategies in the target language to aid in comprehension and language development, e.g., contextual clues, picture clues, phonetics, cognates, suffixes and prefixes, structural analysis, mnemonic devices.
10. Students use a variety of strategies to build their comprehension skills and develop an extensive vocabulary in the target language, e.g., reading extensively, clustering, defining, identifying word parts, linking word families.
11. Students select the most important facts from texts and retell and evaluate stories and illustrations in the target language.
12. Students support their inferences in the target language by referring to the texts they have heard or read, e.g., journals, dialogues, presentations.
13. Students participate in a variety of cooperative group activities applying collaborative skills in the target language to reading, writing, listening, viewing and interpreting texts, e.g., making eye contact, waiting turns, listening, interpreting tone, taking other's ideas into account, explaining clearly, restating.

Language Arts Content Standard #2

PRODUCING TEXTS: *Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

World Languages Strategies and Activities To Support *Producing Texts*:

1. Students determine purpose, point of view and audience, and then select the best way to convey their meaning in the target language, e.g., speaking, drawing or writing.
2. Students speak, draw or write in the target language to tell stories that their audience understands, e.g., narratives, “all-about” nonfiction pieces, poetry.
3. Students generate questions and gather, select, organize and analyze information from primary and secondary sources to produce a product in the target language.
4. Students compose a dialogue or piece of writing in the target language based on ideas generated through a variety of ways, such as writing, drawing, talking, webbing, listing, brainstorming; then edit and present it to an audience in the target language.
5. Students collect and examine their own stories and drawings in the target language, discuss the features they like, and indicate what they might do differently in future work.

Language Arts Content Standard #3

APPLYING ENGLISH LANGUAGE CONVENTIONS: *Students will apply the conventions of standard English language in oral and written communication.*

World Languages Strategies and Activities To Support *Applying English Language Conventions*:

1. Students develop skills in the correct use of grammar, spelling, punctuation and capitalization through listening, reading, writing, proofreading and editing in the target language.
2. Students use the conventional patterns of spoken and written syntax and diction in the target language, modeling their teacher and other models of authentic language.
3. Students determine what language forms are and are not appropriate in various contexts, e.g., use of formal and informal address, formal and informal commands, certain expressions and idioms.
4. Students listen to, read and tell stories in the target language from a variety of cultures, including their own, and identify the similarities and differences in the way the language is used.
5. Students recognize that words and expressions in their own language are derived from words in the target language which have evolved and changed over time, e.g., in Latin class, students explore word derivation and learn that “December” is no longer the 10th month of the year; in Spanish, students learn that “Colorado” means reddish, not colored, and “rodeo” means surround or round up, not a show of skill and entertainment.

Language Arts Content Standard #4

EXPLORING AND RESPONDING TO TEXTS: *Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.*

World Languages Strategies and Activities To Support *Exploring and Responding to Texts*:

1. Students listen to, read and view fables, legends and heroic tales from a variety of cultures.
2. Students listen to, read and view a variety of contemporary texts in the target language.
3. Students learn in the target language how history, culture and individuals influence the products of a culture, including art and oral and written texts.
4. Students listen to, read and view fables, folk tales, myths, legends, poems and songs from the target culture(s) and explain in the target language how their different characteristics help to interpret their meaning.
5. Students respond to oral and written texts in the target language and make connections to their own lives.
6. Students describe and defend their reactions to spoken, visual and written texts in the target language.
7. Students explore the different ways spoken, visual and written texts convey a message representative of the target culture(s), e.g., messages in commercials and advertisements.
8. Students role play historical or mythological figures and events from the target culture(s) and determine how issues and values of the past relate to political and social issues of today.
9. Students listen to and read a variety of texts in the target language to understand the cultural influences of a time period on its products, e.g., Aztec pyramids, the design of Roman buildings, the central square of a Spanish town.
10. Students listen to and read texts which reflect the contribution of the target culture to American heritage, e.g., foods: chocolate, croissant, pizza; place names: New Orleans, Rochester, Los Angeles.

Connections

How World Languages Curriculums Support and Reinforce the Connecticut K-8 Language Arts and Mathematics Content Standards and the Connecticut Mastery Test Objectives for Language Arts and Mathematics

World Languages and Mathematics

Each of the 10 Connecticut K-8 Mathematics Content Standards² can be supported by activities and effective teaching strategies presented in world languages classes. Since the Mathematics Content Standards form the basis for the next generation of the Connecticut Mastery Test (CMT) mathematics objectives, Grades K-8, these same language activities are a significant factor in preparation for the CMT for students who are enrolled in world languages classes.

The selected world languages activities described in this project encourage conceptual understanding, creative expression, computational skills and the development of problem-solving strategies. All of these skills are addressed in the Mathematics Content Standards and, accordingly, in the CMT objectives.

This project defines an existing but relatively unexplored partnership between the curriculums of mathematics and world languages. It offers a perspective of interdisciplinary support from which teachers and administrators can review their curriculums, understand the world languages strategies which lend valuable support to a student's mathematics proficiency development, and can work toward a fuller interdisciplinary collaboration within a school system to assist students in higher achievement on the CMTs.

The following world languages activities and strategies support the Mathematics Content Standards and reflect world languages instruction. The degree of success in reinforcing the Mathematics Content Standards is based on (1) the frequency of sessions and number of contact hours students have in a world languages class; (2) how early students begin their study of world languages (kindergarten, Grades 1, 2, 3, 4, 5 or 6); and (3) the design of a district's world languages curriculum.

Note: The term "texts" may include spoken, visual or written products in the target language which reflect the target culture(s) and, at times, the culture of the United States.

Connections is a project being developed by Mary Donna Lyons of Enfield High School, Enfield, CT and Emily S. Peel of Wethersfield High School, Wethersfield, CT. Reprinted with permission.

²*The Connecticut Framework K-12 Curricular Goals and Standards.* State of Connecticut Department of Education, 1998.

Mathematics Content Standard #1

NUMBER SENSE: *Students will use numbers to count, measure, compare, order, scale, locate and label, and use a variety of numerical representations to present, interpret, communicate and connect various kinds of numerical information.*

World Languages Strategies and Activities That Support *Number Sense*:

1. Students hear, speak, read and write in the target language using the vocabulary of whole numbers 0 - 100 million, depending on the grade level.
2. Students use numbers in the target language in applications of counting, measuring, labeling and comparing.
 - Students engage in projects and develop charts, identifying and labeling collections of articles which naturally complement each other, e.g., family trees, parts of the body, constellations, food groups, areas and sites on maps, and other associated collections.
 - Students learn the vocabulary of cardinal and ordinal numbers and engage in activities which involve counting, ranking and ordering.
3. Students use illustrations and situations in the target language to present, interpret, communicate and connect numerical information.
 - Students compare numerical information, such as ages of pets and numbers of family members.
 - Students use vocabulary which deals with the target culture's area measurements.
 - Students use whole numbers to describe real-life situations and experiences.
 - Students solve mathematical problems dealing with market activities, e.g., bargaining, buying, selling, tipping.
 - Students use catalogues or newspapers from the target culture(s) and shop from the pages, making lists of items, their sizes and costs, and using monetary notation, e.g., \$, DM, ptas.
 - Students compare prices of items, including unit prices, to determine the best buys using the dollar and the currency of the target culture(s).
4. Students develop a sense of the magnitude of numbers by comparing currency denominations and money amounts of the target culture(s) with the dollar, including values and types of both ancient and modern currencies.
5. Students sequence steps in a story, an experiment, or an event using the target language.
 - Students rearrange images/pictures to tell a story.
 - Students sequence the process or correct steps in an activity, e.g., arranging a trip, explaining one's daily routine.
 - Students follow steps in preparing a recipe.
 - Students sequence the events in a historical situation, e.g., death of Caesar, Columbus's search for funding and subsequent trips, French Revolution, Spanish Civil War.
6. Students expand notation to numeric vocabulary in the target language.
 - Students approach problems expressed in conventional numbers, which they convert to numeric vocabulary and complete the solution using the expanded notation in the target language, e.g., $4 + 1 = ?$ *Cuatro y uno son cinco*.
 - Students learn Roman numerals and then identify and write the Roman numeral expression as an expanded notation of the Arabic equivalent, e.g., M = 1000; MCMXCVIII = 1998.
 - Students write and say cardinal numbers as an expansion of Roman numerals, e.g., X = *decem / dix / diez*.

Mathematics Content Standard #2:

OPERATIONS: *Students will add, subtract, multiply and divide with whole numbers, fractions, decimals and integers and develop strategies for selecting the appropriate computational and operational methods for solving problems.*

World Languages Strategies and Activities That Support Operations:

1. Students use number functions in a variety of contexts in the target language.
 - Students create situational dialogues in which they explain simple procedures, using whole number calculations and fractions, e.g., calculating costs of several items, calculating passage of time.
 - Students use simple addition and subtraction activities supported by visual images to reach story problem solutions.
 - Students solve problems from family or school situations and mythological stories which contain mathematical information, e.g., job activities, purchases; Hercules and the nine-headed Hydra.
 - Students use the “equivalence” of fractions, decimals and percents to select appropriate and effective ways to communicate about time, measurements and currency.
 - Students add, subtract, multiply and divide using hands-on materials or illustrations.
 - Students make and fill requests using numbers, e.g., reservations, supplies, food shopping.
 - Students solve problems based on calculating with Roman numerals and using the vocabulary of Roman numbers.
2. Students learn the metric system in the target language to practice basic multiplication and division using 10, 100 and 1000.
3. Students use the monetary system of the target cultures to solve simple mathematical problems.
 - Students solve problems by making change and using decimals.
 - Students use fractions when studying and comparing the different denominations among cultures, e.g., Mexican pesos and centavos, French francs and centimes, Canadian vs. American dollars and cents.
 - Students “shop” from a target language catalogue or advertisement, fill out an order form and calculate their expenses.

Mathematics Content Standard #3

ESTIMATION AND APPROXIMATION: *Students will make estimates and approximations, and judge the reasonableness of results.*

World Languages Strategies and Activities That Support *Estimation and Approximation*:

1. Students make approximations in the target language and perform simple mathematical calculations to confirm their estimations.
 - Students use Roman numerals in estimation and approximation exercises.
 - Students estimate answers to determine reasonableness of calculated results, e.g., using map scales and other measurements or calculators, determining distance and time.
 - Students estimate comparative sizes and areas of various items such as land, buildings, rivers, roads, mountains, flags and clothing.
 - Students use language of estimation in the target language such as almost, about, a little more than, less than, close to, etc.
2. Students create scenarios in which they estimate, approximate and judge results.
 - Students develop alternative numeric solutions to problems faced by historical and mythological heroes, e.g., Quetzalcoatl and the Aztec calendar, Hercules and the Hydra, the number of Greeks in the Trojan Horse.
 - Students create myths or reverse the endings of existing stories by altering numeric components.

Mathematics Content Standard #4

RATIOS, PROPORTIONS AND PERCENTS: *Students will use ratios, proportions and percents to represent relationships between quantities and measures and solve problems involving ratios, proportions and percents.*

World Languages Strategies and Activities That Support *Ratios, Proportions and Percents*:

1. Students solve problems in the target language using ratios, proportions and percents.
 - Students describe simple ratios when comparing quantities, e.g., three postcards for three francs, six for five francs.
 - Students practice fractions and percents in expressions of time, e.g., hours, days, months, years.
 - Students create projects by folding or cutting materials proportionately, e.g., origami, Mexican cut paper borders, Roman togas.
2. Students use products of the target culture(s) to understand mathematical concepts.
 - Students understand mathematical concepts in architecture, e.g., the “Golden Ratio” found in the Parthenon, Mesoamerican architectural features highlighting angles and the sun.
 - Students use percentages in the currencies of the target country(ies) to find the tax on clothing, meals, travel, accommodations.
 - Students create collages or hand-drawn displays of different articles (clothing, household items) and express their values in the currency of the target culture(s).
 - Students calculate equivalent rates in the currency of the target culture(s), e.g., five pottery pieces for 20 pesos, therefore 10 for 40 pesos unless bargaining reduces the price!
 - Students read a scale on a map from the target country(ies).

Mathematics Content Standard #5

MEASUREMENT: *Students will make and use measurements in both customary and metric units to approximate, measure and compute length, area, volume, mass, temperature, angle and time.*

World Languages Strategies and Activities That Support Measurement:

1. Students use the metric system of the target culture(s) to measure units of length, mass, area, volume, time and temperature in the target language.
 - Students engage in language activities which include specific references to measurements and numeric sizes, e.g., measuring and constructing Roman togas, Mexican pyramids, Eiffel Tower.
 - Students develop language-experience stories and solve number, time, temperature or money problems within these stories.
 - Students convert customary U.S. measurements to the metric system of the target culture(s).
 - Students compare adjectives in activities involving the metric system of the target culture(s), e.g., measuring a walk to various parts of town (long, longer, longest), describing buildings in a town (tall, taller, tallest), or the rate of a mode of transportation (fast, faster, fastest).
 - Students create and solve word problems using measurements in the target culture(s) to determine time, volume, area, mass, size, temperature, angles, length and cost, e.g., maps, structure sizes, rivers, climate.
 - Students express measurements on number lines.
 - Students use maps to convert measure of length and distance, estimate distances from place to place, and compare the area sizes of regions.
2. Students use personal referents, such as fingers, arms and hand spans, for standard units of measure, e.g., songs, rhymes, simple counting.
3. Students compare measurements of the target culture(s) and the U.S.
 - Students solve problems using customary (U.S.) and metric units.
 - Students compare the measurements of past times with contemporary measurements and learn vocabulary derivation, e.g., Roman miles [*milia passuum*] vs. kilometers; *libra* = lb. = £;
4. Students understand dates, calendars and the telling and passing of time in the target language.
 - Students determine dates and time, e.g., What is the date today? What time is it? When is your birthday?
 - Students make comparisons when studying cultures existing in different time zones, e.g., Europe, Asia, Africa, South and Central America, the students' home time zone.
 - Students learn the concept of the 24-hour clock and its applications in the target culture(s).
 - Students explore the significance of time and dates when studying cultures whose customs depend on set times or specific dates, e.g., quinceañeros, one's own Saint's Day, meals and dining, holidays.
 - Students understand the passage of time and the expression of time when studying cultures, events and civilizations in the past, e.g., time lines, concept of "ago".
 - Students study history and ancient civilizations and understand B.C./B.C.E. and A.D./C.E. dates.
 - Students use counting skills in explaining B.C./B.C.E. and A.D./C.E. dates.
 - Students make time lines spanning hours, days or years representing the products of the target culture(s), e.g., developments in architecture, art, history, literature, music.
 - Students study ancient Rome or Mesoamerican civilizations, learn about ancient calendars, and calculate time using calendars different from those of the modern world, e.g., Kalends, Nones, Ides of the Roman calendar; glyphs and 20-day and 52-year cycles of the Mayan and Aztec calendars.

- Students tell, read and write time to the nearest minute.
 - Students learn numeric vocabulary (hours and minutes) as well as fractions (quarter hour, half-past the hour, three-quarters) in learning to tell time.
 - Students compare expressions of time in the target culture(s) with their own customary expressions of time.
 - Students practice time measurements by creating or responding to schedules, e.g., television, movies, concerts, calendars, transportation, school classes/events.
5. Students use the temperature measurements of the target culture(s).
- Students learn the concepts of Celsius vs. Fahrenheit degrees and use them to solve problems.
 - Students write weather reports which include temperatures and barometric settings.
6. Students study language derivation which builds the vocabulary of metric measurements, e.g., *centum* (Latin) = hundred [centimeter]; *mille* (L.) = thousand [milligram, millimeter]; *metron* (Greek) = measure [meter, centimeter, kilometer]; *kilo* (French from Gr. *chilioi*) = thousand [kilogram, kilometer]; *litron* (Gr.) = a silver coin, pound, also related to *libra* (L.) = pound, lb., £].
7. Students compare and contrast cultural approaches to measurements using the target language.
- Students learn the American and target culture's (s') systems of clothing sizes and approximate conversions to buy the correct size.
 - Students use the metric system to measure various items such as structures, area and clothing.
 - Students understand the linear measurement units of kilometers and miles.
 - Students understand the area measurement units of acres and hectares.
 - Students understand the degree measurement units of Celsius and Fahrenheit.
 - Students understand the volume and weight measurement units of liters and grams.

Mathematics Content Standard #6

SPATIAL RELATIONSHIPS AND GEOMETRY: *Students will analyze and use spatial relationships and basic concepts of geometry to construct, draw, describe and compare geometric models and their transformations, and use geometric relationships and patterns to solve problems.*

World Languages Strategies and Activities That Support *Spatial Relationships and Geometry*:

1. Students learn vocabulary in the target language for squares, rectangles, circles, lines, triangles and other geometric figures and constructions.
 - Students use geometric terms in the target language to describe objects in their daily lives.
 - Students use geometric terms in the target language to describe the art and architecture of the target culture(s), e.g., parabolic arch of Gaudí, angles of cubism.
2. Students describe, draw and classify shapes in the target language.
 - Students study and create with colors, numbers and shapes.
 - Students use concrete objects and technology in art projects (soap or clay sculpture, papier mâché, sugar cubes) to explore and understand the properties of two- and three-dimensional geometric shapes in architecture, geography and art of the target culture(s).
 - Students study geography and other natural sciences and create maps and drawings to demonstrate perspectives and projections.

Mathematics Content Standard #7

PROBABILITY AND STATISTICS: *Students will use basic concepts of probability and statistics to collect, organize, display and analyze data, simulate events and test hypotheses.*

World Languages Strategies and Activities That Support *Probability and Statistics*:

1. Students use number lines, scales, grids, graphs, tables and charts in the target language.
 - Students create grids, graphs and other visuals to display temperature ranges, areas, location of indigenous groups, rain forest ecology, and the distribution of spoken languages in the target culture(s).
 - Students read simple graphs in the target language to learn about geography, climate, economics and animals.
 - Students identify information concerning time and the duration of events from graphs.
 - Students study population tables, climate and temperature graphs, and other charts which give information about the target culture(s).
 - Students create bar graphs, pictographs, line graphs or circle graphs containing basic information on such topics as clothing, foods, transportation, sports, rainfall.
 2. Students read and use tables and charts in situational activities, lesson illustrations and dialogue stimulation in the target language.
 - Students use basic tables and charts to study elements and products of the target culture which include food, currency, transportation schedules, clothing, the environment, houses, the family, numbers and vocabulary.
 - Students learn vocabulary from the various charts and graphs about populations, environment, geography and climate.
 3. Students learn vocabulary and expressions in the target language relating to probability and statistics, such as *Ojalá* and *es posible que...*
 4. Students study historical events and cultural facts to create graphs, tables and charts in the target language.
 - Students create graphs, tables and charts to illustrate climatic and environmental information in the target culture(s), e.g., rainfall in different French-speaking countries; areas of rain forests in the Western Hemisphere.
 - Students create graphs, tables and charts to illustrate population and linguistic information in the target culture(s), e.g., areas of French-speaking populations in Canadian provinces or in African countries; the location of indigenous groups in Mexico or Ecuador.
 5. Students make and support conclusions in the target language about culture and history from information in graphs, tables and charts.
 6. Students study durations of events and historical time lines by reading graphs and tables in the target language.
 7. Students develop risk-taking, guessing and predicting skills in conversations and in reading based on situational cues in the target language.
 - Students continually re-evaluate language “codes” to clarify meaning, e.g., verb endings to indicate point of view and time, adverbial clues, word modifiers.
 8. Students pose questions, make predictions, solve problems and collect, organize and analyze data in the target language.
 - Students constantly activate relevant background knowledge to develop their comprehension, speaking, listening, reading and writing skills.
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Mathematics Content Standard #8

PATTERNS: *Students will discover, analyze, describe, extend and create patterns and use patterns to describe mathematical and other real-world phenomena.*

World Languages Strategies and Activities That Support *Patterns*:

1. Students learn the rules and process of application and extension of patterns in the target language and use the patterns in situational activities and conversations.
 - Students learn and apply language patterns to subject and verb agreement, adjective and noun agreement, and verb conjugations.
 - Students learn and apply the patterns of paradigms to like linguistic sets, e.g., appropriate verb endings on verbs not nouns; appropriate case endings; noun-adjective agreement.
 - Students list multiples of a given number or identify the next term in a sequence.
 - Students study word derivation from Latin and Greek root words by reproducing and extending linguistic patterns.
 - Students in Spanish class focus on prefixes and suffixes and what they communicate (*ante, des, ísima, ito, ista*) and then create their own new words to understand the meanings of prefixes and suffixes.
 - Students rearrange a series of pictures in story activities to form a logical sequence of events or happenings.

Mathematics Content Standard #9

ALGEBRA AND FUNCTIONS: *Students will use algebraic skills and concepts, including functions, to describe real-world phenomena symbolically and graphically, and to model quantitative change.*

World Languages Strategies and Activities That Support *Algebra and Functions*:

1. Students solve simple algebraic problems in groups or individually using the target language.
 - Students solve simple, one- and two-step mathematical problems to reinforce the building of numeric vocabulary.
2. Students write and solve simple number sentence problems in the target language that describe real-life situations in the target and home cultures.
 - Students use numbers in simple word problems which describe everyday activities such as purchasing, counting, distances and measurements.
 - Students use the currency from the target culture for mathematical calculations and problem-solving activities.

Mathematics Content Standard #10

DISCRETE MATHEMATICS: *Students will use the concepts and processes of discrete mathematics to analyze and model a variety of real-world situations that involve recurring relationships, sequences, networks, combinations and permutations.*

World Languages Strategies and Activities That Support *Discrete Mathematics*:

1. Students engage in situational conversations and dialogue activities in the target language using real-life experiences to solve problems of length (sizes), distance (geography), time, perimeter (playing field measurements), area (geography), volume (recipes), angle measurement (sports activities), capacity (recipes and cooking), weight (recipes), temperature (climate), and currency.
 - Students list items in a picture and compare and sort them according to need or category to solve problem situations.
2. Students relate to mathematics in topics or themes coming from science, literature, family experiences, travel, history, current events and school activities.
3. Students use sorting skills in the target language and explain their systems of classification.
 - Students sort items in studying colors, foods, animals, geography, clothing, objects.
 - Students sort words and expressions on a vocabulary list or on a particular theme.
 - Students sort people found in the family, the community, in literature, history, the arts, occupations, sports, entertainment.

