

DOCUMENT RESUME

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TITLE Individualized Foreign Language Islands: Sample Materials.

INSTITUTION Mountain View School District, Calif.

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ABSTRACT

Students at Mountain View High School, California, are participating in an experimental foreign language program which is based on individualized instruction within a modular schedule. This collection of sample materials which students and parents receive reflects the goals and requirements of the program. Materials include: (1) program description for German, French, and Spanish, (2) letter to parents, (3) progress report form, (4) deficiency notice, (5) learning theory diagrams, (6) various student handouts, (7) student self-evaluation form, (8) directions for volunteer help, (9) textbook checklists ("Verstehen und Sprechen," "New Functional German," and "Primera Vista"), (10) short story guides ("In der letzten Minute" and "Noche Oscura en Lima"), and (11) guide to study of alternative materials, including "Language Master" materials, flash card sets, and Berlitz materials. (RL)

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ED 071518

MOUNTAIN VIEW HIGH SCHOOL
INDIVIDUALIZED FOREIGN LANGUAGE
ISLANDS

Sample Materials

Collie J. Kidwell, Principal
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These materials may be obtained by request at Mountain View High
School, P. O. Box 604, Mountain View, California, 94040

FL 003 803

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

Sample Materials, Individualized Instruction

INDEX TO MATERIALS ENCLOSED

Program Description: Description of individualized approach in German, French, Spanish

Letter to Parents: Letter sent to parents at beginning of each year to explain individualized approach

Progress Report: Form used to chart student's progress and held in his record file throughout duration of studies

Deficiency Notice: Form sent home to parents during mid-quarter (or when necessary) as indication of problems or need for help.

Dichotomy: Pyramid of Behavioral Objectives: A visual format for use in defining both cognitive and affective objectives in Mountain View High School individualized Foreign Language program. Variables include the various needs of students entering program.

Walnut Theory: Schematic illustrating the dependency relationships binding teachers, student and materials. The contract is an important factor in the program.

Materials Tree: Schematic illustrating the alternative materials available in the Mountain View High School Foreign Language program and the way in which they are used to meet the needs of the various types of students entering the program.

Student Handout - Spanish Program: Example of the several forms used to orient the student to the individualized approach.

Student Self-Evaluation Form: Form used to encourage student to continually evaluate his own work and to set goals for himself.

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Directions for Volunteer Help: Time-saving forms given to guests, tutors and other volunteer native speaker resource persons.

Textbook Checklists (Verstehen and Sprechen, New Functional German, Primera Vista): Form used to guide student at his own individual rate through tasks and activities in basic textbooks.

Short Story Guides (In der letzten Minute, Noche Oscura en Lima): Student guides to reading of various individual reading materials.

Guide to Study of Alternative Materials (Language Master materials, flash card sets, Berlitz materials, etc.): Directions for students as they work individually and with peers through alternative materials used in Mountain View High School language islands.

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

The Foreign Language program at Mountain View High School is an experiment with changes both in methodology and in structure. Foreign Language students are working on a completely individualized study basis within a system of modular scheduling. The combination of these two factors has resulted in the creation of the language islands for each language. The physical make-up of these islands is designed specifically to facilitate the individual learning process. Located on the periphery of the islands are tape recorder stations, phonograph stations, study carrels and all the related materials to make their use relevant to student needs. On one side of each island is a library and reading area where books, magazines, etc. are provided. Even a couch has been added. The remaining space is divided into 3 areas. First is the individual study area consisting of four circular tables. Here students study alone or in groups of two or three. Students test one another, give dictations, practice with vocabulary cards, or practice with informal use of the target language. Teacher aids are also stationed in this area and provide valuable assistance with drills, translations, dictations, written drills, etc. The second area is simply a large table around which students gather for conversation practice with the teacher. Throughout the day the teacher calls to this area a fairly homogeneously grouped number of 5 or 6 students taken from the individual study area to work on conversation. Vocabulary taken from the students' text is used as basis for conversation; however, creative and relevant patterns and responses are required so as to encourage independence from the text. The remaining area contains the teacher's desk and the storage area for tests, test tapes, student files, etc. At the teacher's desk is an area provided for counseling and tutoring of independent students.

Within this physical atmosphere there takes place the essential activities for learning of the target language. The student receives a checklist of activities to which he must conform to complete a unit of work. Included in these is the total spectrum of oral, written, and reading activities. Oral progress is achieved through use of tapes and records and through contact with teacher, with native speaker tutors, with student aids and with peers working cooperatively on the same unit. Written work is perfected in the usual manner through dictation, written exercises, written

reports and teacher directed individual assignments. Reading and translation is done on an individual basis as the student progresses through his outlined steps. Each student must read periodically, and frequency is determined by pace at which student is completing his material. Basic to all of students' work is that each student, as he completes any learning activity, is tested immediately and must achieve a minimum proficiency level before he is allowed to continue. The basis for moving to the next item, for example, is a successful test. Grades are given only at the end of each quarter and are based upon units completed, upon progress in relation to ability, upon effort, and upon will to learn the language. Under this system there has been some remarkable changes in attitude.'

The basic time structure of this program is as follows: A student is required to attend 40 minutes per day, five days per week. He must attend a small group conversation meeting once or twice a week. In large group meetings movies are shown, lectures on culture, history, etc. are given, and special presentations are made by guest speakers. The time of day at which students attend the language islands is determined by computer. Thus, a student may attend at 9:00 a.m. on Monday and at 2:00 p.m. on Tuesday. Scheduling is a minor factor as long as the student uses the facilities constructively during a minimum of his available time.

To be sure, this program has many problems, but its problems seem to be offset by its many advantages. Among its problems is a lack of materials, both basic text and supplementary, which are developed specifically for individual study. Adjustments must be made in grading and credit systems. Minimum standards must be determined for the individual study process. Ways must be found to utilize para-professional help, student aids, and native speakers from the community as tutors and helpers in the individual study process. New teachers must be better prepared to cope with the changes and innovations, both in structure and in curriculum, now taking place in the high schools. The advantage which stands out most is the freedom for the student to move at a pace which is most commensurate with his ability. Providing this freedom is like opening a Pandora's box of solutions to many problems which until now have had negative influence on foreign language study. A few of the obvious: too much student-teacher frustration

and resulting conflicts. High attrition in foreign language classes. Too much repetition in class for bright student, not enough for slow student. Inefficiency of too much drill work. Assignments aimed at average group. Articulation problems occurring when students change school or teacher. Problems with placement of students in high school when entering from Jr. high language program. Irrelevancy of conversation in classroom situation. Rigidity of many language programs. Ineffectiveness of expensive labs which students attend on lock-step class basis, etc. etc. One will not find complete answers in independent study programs such as ours, but at least partial answers are strongly suggested.

Sheila Vidal, Coordinator of
Individualized Program

Robert McLennan, Vice Principal in
Charge of Curriculum

Mountain View High School

Dear Parent!

Your MVHS German student is working in an "individualized instruction" language program. That means that he or she has a good deal of choice as to (1) the speed by which he learns his materials, (2) the way in which he studies his materials each day, and (3) the kinds of materials he studies. Even though your student sets his own learning pace, and even though your student has many alternative materials to choose to study, he or she must meet a minimum standard for achieving the letter grades A, B, or C.

Both your student and I need your help in meeting these standards. First, you can help by encouraging your student to work harder, thus earning him more points for a better grade. Secondly, I've enclosed a progress chart on which you and your student can record weekly progress. The points required for grades are listed, making it possible for you and your student to set a quarter or semester goal and to predict then the grade upon completion of the goal you've set together. Try it!! Thirdly, you can help your student by asking him or her to use German at home or with other people who speak German or have studied it. Practice is very important and encouragement is indispensable. Having your student teach you a few words or phrases in the foreign language is an interesting experiment. Try it!!

Your MVHS German student may be best at working with a basic audio/lingual text book, or with an old fashioned grammar text, or with dialogs for oral presentation, or with vocabulary sets for oral practice and testing, or with a combination of any of these. Whatever the case, he or she must follow a pattern of reading and writing and/or oral practice; more practice; self-testing; and then final testing for points toward a grade. The goal here is not the final grade, but learning to use a foreign language through the process of practice and testing which is the only way we can meet that goal without living in the country where the foreign language is spoken. Your student studies each day (it is important that at least a little work be done each day) in the German Language Island which contains a good number of useful machines and sufficient materials and supplies. The most important work done in this room is the cooperative effort between students and teachers in conversation drills, practice drills, giving and taking dictations, giving and taking tests, correcting papers, learning vocabulary, and using that vocabulary. It's like the old one-roomed school house with everyone doing different things, together and individually, if you can visualize that. In such an individualized program, the student should know in advance (for himself) what he or she can do outside the class. Ask your student what his homework is-- he should work on whatever is required to meet his next goal!

Your student should not only learn to use the German language (the degree of proficiency, skill, and success will understandably vary for many reasons--and that's OK!!), but he or she should also learn other extremely important things in this program, such as:

- to define and set goals for himself (your student can predict his or her grade on the basis of the goals he sets for himself)
- to establish and meet for himself a standard of achievement, of rate of progress, of level of perfection (your student is not allowed to move to another goal until he passes all tests with at least 80 percent accuracy)
- to demonstrate responsibility to himself, to fellow students, to the teacher and to his parents (there is much freedom in our language island. Therefore now we've learned that with greater freedom comes greater responsibility!)

- to take initiative (students have important choices to make each day)
- to gain knowledge of himself (student learns quickly in an individualized program his strengths and weaknesses--the important thing is that he seeks to remedy his particular weaknesses and to build on his strengths)
- to work with his peers and to appreciate giving to and receiving help from others (much of the drill, practice and testing is through peer cooperation)
- to ask questions, to seek solutions to problems, and to use materials and machines in a constructive and creative manner (students more often achieve their goals through initiative and inquiry than they do by receiving the answers in the traditional lecture manner).

Follow the progress of your student with the enclosed chart! If you have questions, call me at MVHS (967-5543 ext 52). If you know any native German speaker who might be able to help us, have him or her call me at my home (257-5129). And try that experiment I mentioned. You might enjoy it, and your student will appreciate it!

Danke schon!

Robert L. M. Lennan

Herr McLennan

German teacher

Mountain View High School

PROGRESS REPORT
 GERMAN STUDIES
 MOUNTAIN VIEW HIGH SCHOOL

NAME _____ ADDRESS _____ COUNSELOR _____ PHONE _____

Year of Graduation _____

YEAR	QUARTER	TASKS COMPLETED	POINTS AWARDED	GROUP WORK	ORAL WORK	GRAD.
FIRST	1st					
	2nd					
	3rd					
	4th					
SECOND	1st					
	2nd					
	3rd					
	4th					
THIRD	1st					
	2nd					
	3rd					
	4th					

FOURTH
 SPECIAL PROJECTS:
 COMMENTS:

Mountain View High School
Date _____

Mr. and Mrs. _____:

Recently you should have received a letter explaining the way your son or daughter studies German at Mountain View High School. I hope you have been able to follow his/her progress and even get a chance to here German as your son or daughter tests out and practices the language.

I'm sending this letter to you in order to point out any areas where your son or daughter might need encouragement or reminders. I would appreciate any help you can give in bringing about a change in any of these areas checked below.

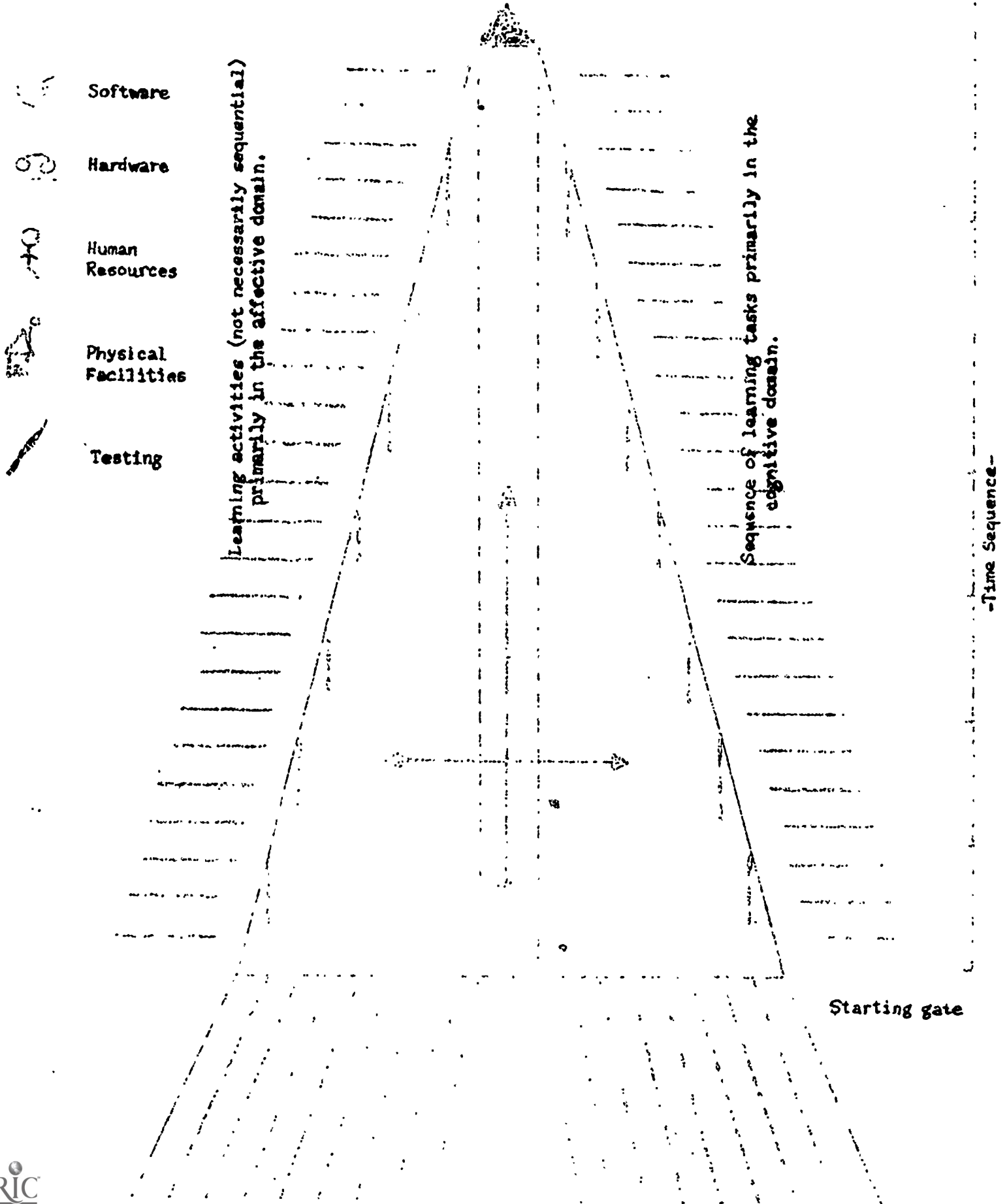
- _____ Student should attend more regularly.
- _____ Student should establish an assignment or goal for him/herself each day.
- _____ Student should follow through and complete the assignments and tasks he/she sets each day.
- _____ Student should come to teacher or aide for help more frequently (and when he needs it).
- _____ Student chooses work too difficult for him/her at this time.
- _____ Student chooses work too easy for him/her at this time
- _____ Student should practice (out loud) more with a student aide, a friend, or with the teacher.
- _____ Student should spend less time with friend(s) in class when German is not the language in use.
- _____ Student should be more willing to experiment and practice with the language both in and out of the class.
- _____ Student has missed too many oral drill sessions.
- _____ Student has missed too many small group conversation sessions.
- _____ Student should display a more positive attitude toward working with other students.
- _____ Student is doing excellent and deserves all the encouragement he/she can get and more.
- _____ Student should seek counseling for a class more appropriate for his needs at this time.

Thanks for your help and be sure to call if you have any questions.

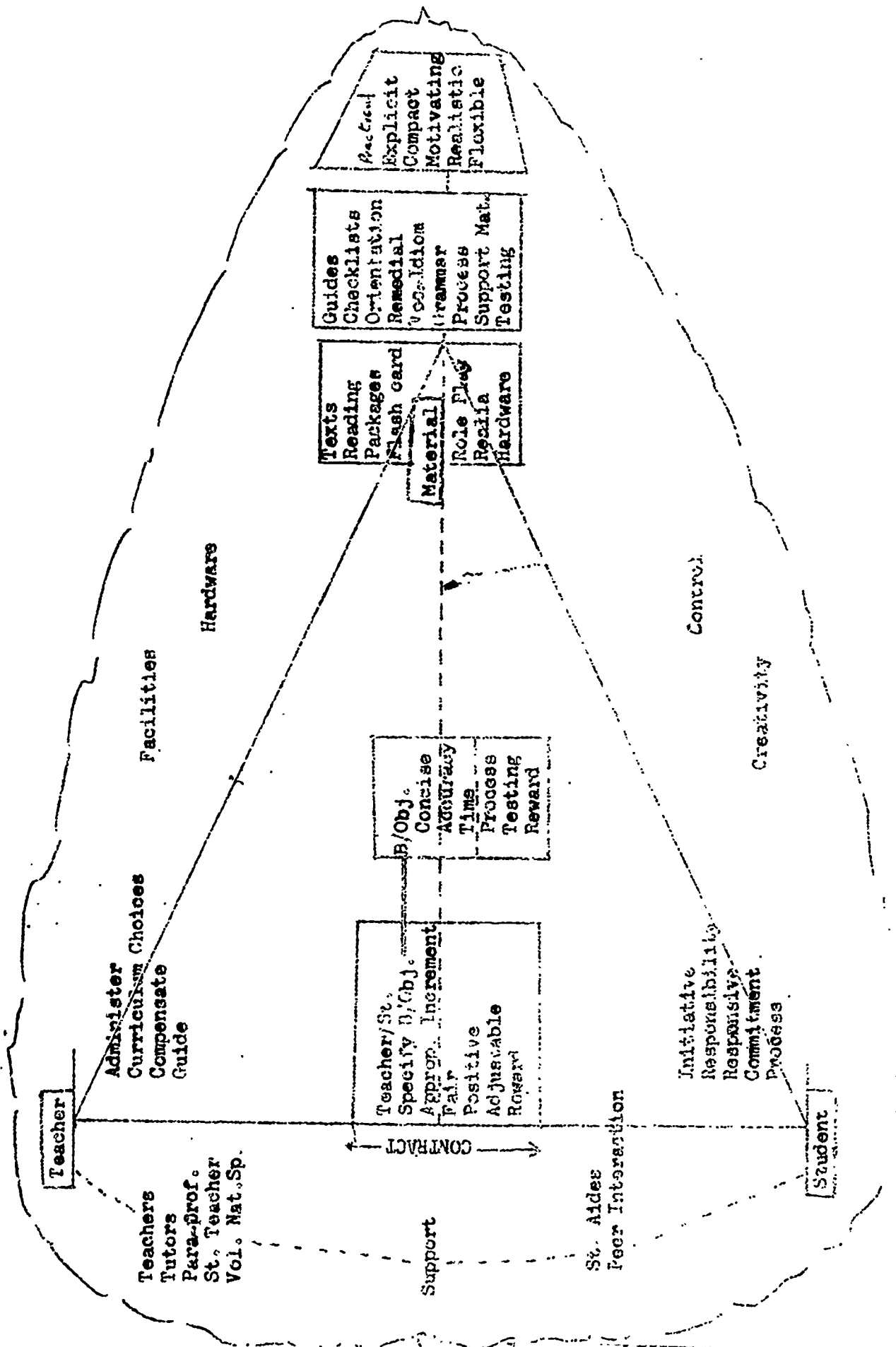
Sincerely,

Robert McLennan
Robert McLennan
German Teacher
967-5543 Ext.52

DICHOTOMY OF AN INDIVIDUALIZED FOREIGN LANGUAGE PROGRAM
 (Pyramid of Behavioral Objectives)

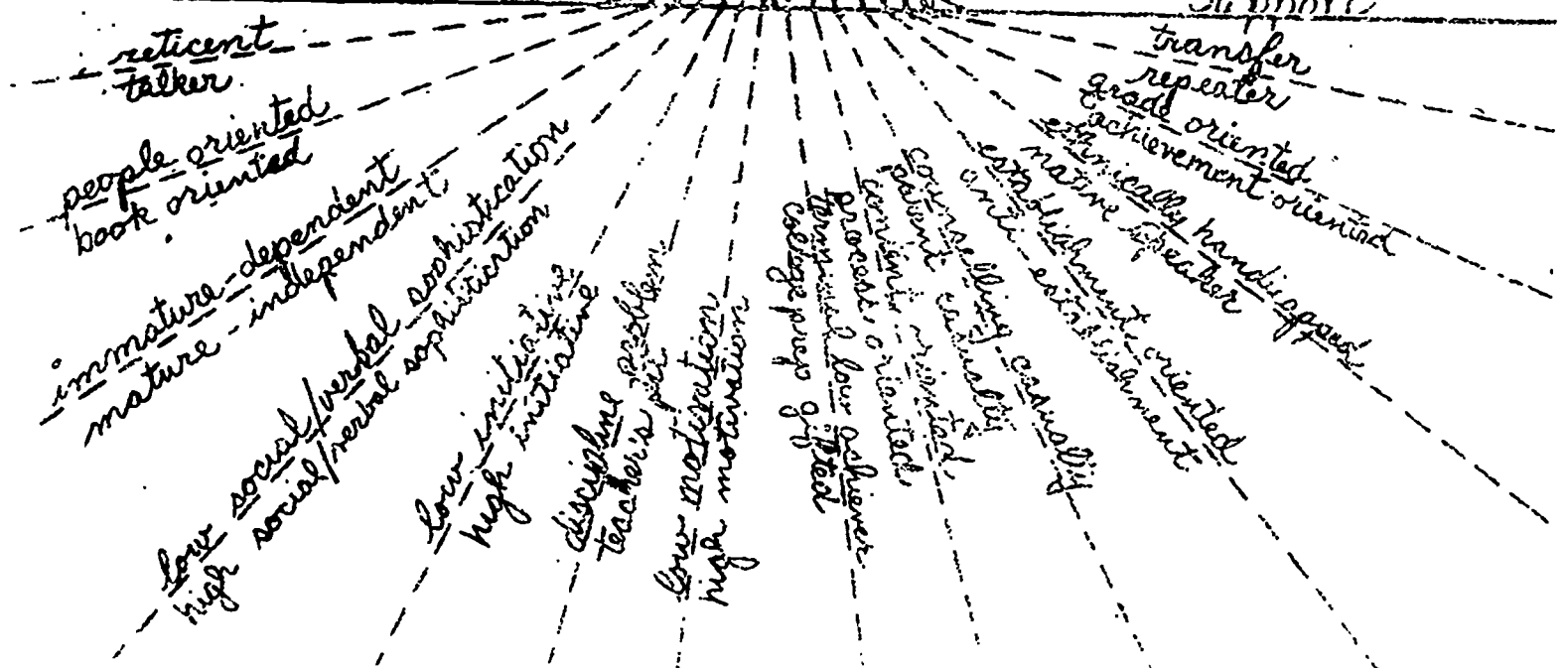
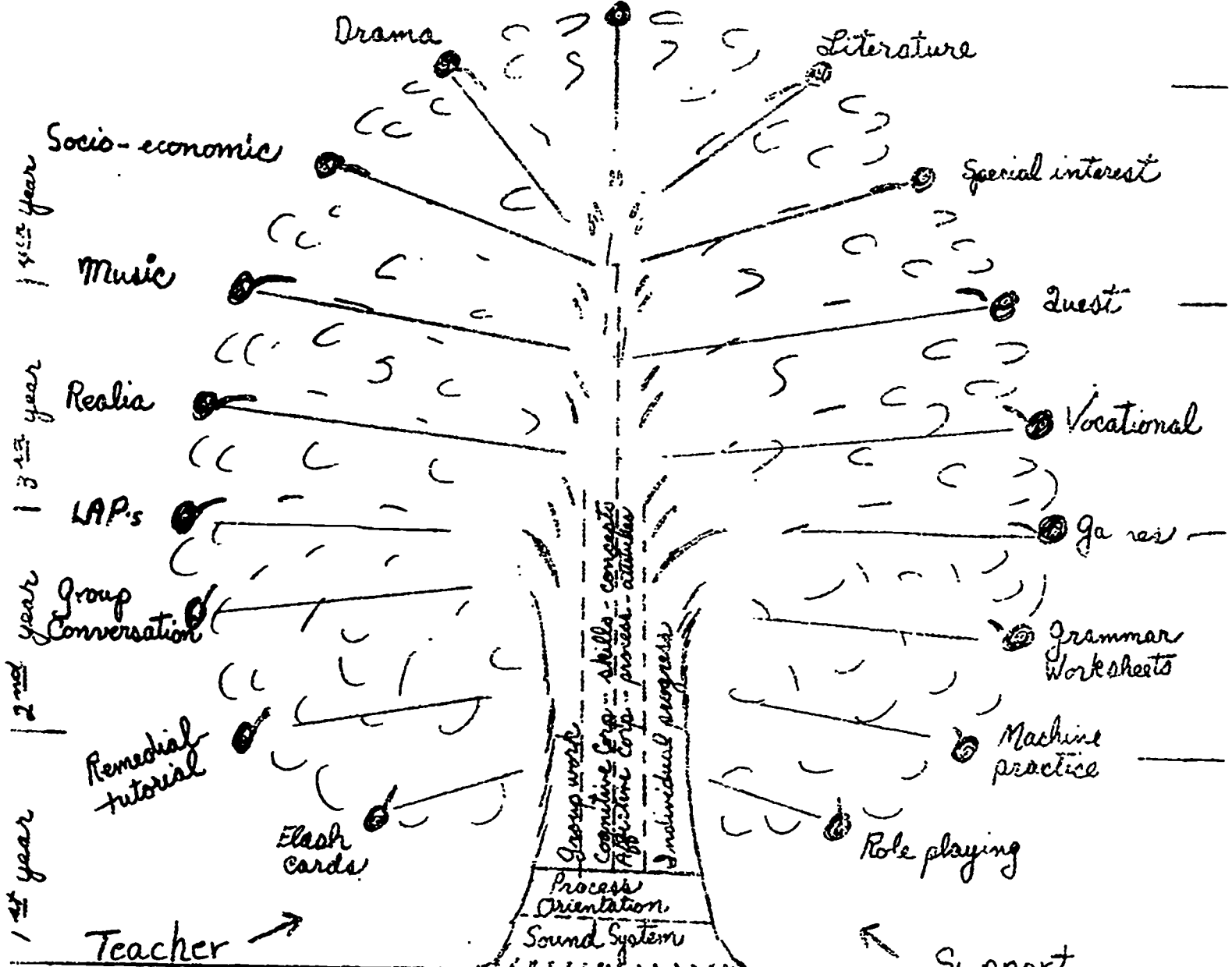


Malnut Theory



Materials Tree

Culture



MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

SPANISH DEPARTMENT
Individualized Instruction
Mrs. S. Vidal

How is Individualized Instruction the same as another class?

1. You come to class each day at an assigned time.
2. You have classwork, homework, tests and grades.

How is Individualized Instruction different?

1. You are responsible for the amount of material you will cover. You decide when you are ready to take a test and proceed to the next activity. You'll manage your own time.
2. You must attain at least 80 per cent on exams. If you do not have 80 per cent you must retake the exam until you do.
3. Because you are not competing with other students you can do more working together. Since you are all here to learn Spanish, it is expected you will work together and help each other on many activities.

Credit and Grading

Grades are given only at the end of each quarter. They are based upon the number of points received as units or learning packages are completed. If in one semester more than the standard number of points are earned, credit will be granted accordingly. Credit will be based upon the amount of work completed.

Records: Individual file folders for each student.

1. Each student has a file folder containing all exercises, tests, compositions -- all written work for the class and checklists.
2. You should also keep a record of your completed units, lessons, etc.

Materials:

1. Learning packages or units
 - a. Checklists, vocabulary, worksheets
 - b. Culture units
 - c. Reading units
 - d. Grammar units
 - e. Flashcards
 - f. Language Master cards
 - g. Games

2. Filmstrips with cassette tapes and scripts.
3. Records:
 - a. Literature
 - b. Poetry
 - c. Music
4. Books, magazines and newspaper (in Spanish)
5. Tapes (cassette and reel to reel)
 - a. Basic text
 - b. Novels, short stories, etc.
 - c. Supplementary text
 - d. Music
 - e. Grammar drills
6. Slides:
 - a. Art
 - b. History
 - c. Places of interest in the Spanish-speaking world

Equipment:

1. Cassette recorders
2. Tape recorders
3. Filmstrip viewers
4. Slide projectors and viewer for individual use
5. Viewers with synchronized cassette
6. Language masters
7. Phonographs

THE MATERIAL AND EQUIPMENT MENTIONED IS AVAILABLE FOR YOUR USE AT ALL TIMES.

Class periods:

This class period and this room is for Spanish. Use it to learn Spanish. Nowhere else are there so many aids to help you learn. You are welcome to spend any extra time you have in here learning the language. Do as much reading and written work at home as you can. Do oral and listening practice here.

Abril 1972
Sra. Vidal

Me llamo _____
La fecha _____

The last quarter of this school year (April-June) your progress in Spanish will be evaluated on the number of points you acquire during the next nine weeks. You will accumulate points as you successfully complete units of work (many of which you will select from the resources and materials available in the Spanish Language Island, room 2).

You will be encouraged (required) to work with teacher aides, friend, classmate or teacher on many of the activities. Language is communication and using the Spanish you are learning is the best way to make progress. Don't be afraid of making a mistake!

The following is expected of all students working in the language island:

1. Speak Spanish (not English)
2. Make use of all available equipment and resources.
3. Keep the teacher aides BUSY.
4. Bring your own book, paper and equipment to class each day.
5. Always ask for your exam.
6. Establish a goal for yourself each day.
7. Do not retake any exam the same day your previous exam is returned.
8. Study Spanish each night Monday thru Thursday, a minimum of 30 minutes (longer is necessary).
9. Return corrected papers to instructor so your file is complete and up-to-date at all times.
10. Work hard, have fun and learn lots!

Your refrán to LIVE by for the next 9 weeks is:

"No dejes para mañana lo que puedes hacer hoy."

Points - Grade

100	A
90	B
80	C
70	D
60	E

TEXT:

8 points
per chap. Primera Vista: Suggested minimum of 4 chapters
Chapter # _____
Chapter # _____
Chapter # _____
Chapter # _____

10 pts.
per chap. Segunda Vista: Suggested minimum of chapters
Chapter # _____
Chapter # _____
Chapter # _____
Chapter # _____

FILMSTRIP/TAPE/SCRIPT

10 pts.
each Berlitz: Lesson 4--A typical restaurant Oral _____ written _____
" " 6--A social visit Oral _____ written _____
" " 7--A business day Oral _____ written _____
" " 8--the doctor comes oral _____ written _____
" " 11--a walk through the park oral _____ written _____
" " 12--historical points oral _____ written _____
" " 13--an unexpected encounter oral _____ written _____
" " 14--legal matters oral _____ written _____

3 pts. La ciudad oral _____ written _____
3 " La fiesta oral _____ written _____
5 " Don Quijote (Advanced) oral _____ written _____
4 " Latin American Teenagers #3 oral _____ written _____
4 " Latin American Teenagers #4 oral _____ written _____
4 " Morelos (Mexican Hero) oral _____ written _____
4 " J. Martí (S. Amer. Hero) oral _____ written _____
4 " Artigas oral _____ written _____
4 " A. Lincoln (U.S. Hero) oral _____ written _____

FILMSTRIP/SCRIPT

5 pts.
each Mexico oral _____ written _____
Vamos a España oral _____ written _____
The Basque Country oral _____ written _____

TAPES:

2 pts. each	#1 Circling the Globe in Spanish	oral _____	written _____
	#3 " " "	oral _____	written _____
	#5 " " "	oral _____	written _____
	El idioma de la pelota Folklore español	oral _____	written _____

LANGUAGE MASTER CARDS

4 pts. each	#1
	#2
	#3
	#4
	#5
	#6
	#7
	#8

FLASH CARDS:

Occupations	oral _____	written _____
Animals	oral _____	written _____

RECORDS

4 pts. each	Golden Treasury of Spanish American Verse (Advanced)	Exam _____
	De corazón a corazón (Advanced)	Exam _____

SLIDES (Advanced group or by special permission)

5 pts. each	Goya--and reading selection from CUMBRES	Exam _____
	Velázquez-- " "	Exam _____
	El Greco " "	Exam _____

MEXICAN OR SPANISH COOKING

4 pts.	Read 12 recipes in Spanish (see instructor for cook book). Write 4 of your favorite recipes in Spanish	EVALUATION _____
--------	--	------------------

REFRANES

3 pts.	Learn 10 new refranes of your own choice and recite them from memory and be able to write them correctly. Ask for book of refranes.
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SPECIAL VOCABULARY: Ask instructor for dittos

2 pts.	The car	Evaluation _____
2 "	Foods	Evaluation _____
2 "	Clothing	Evaluation _____
2 "	The house	Evaluation _____
3 "	The office	Evaluation _____
3 "	The Store (comestibles)	Evaluation _____
3 "	En la tienda de ropa	Evaluation _____
3 "	El restaurante	Evaluation _____

SPECIAL READING (Novels, dramas, etc.)

50 pts.	<u>Noche oscura en Lima</u>	Evaluation _____
50 "	<u>La casa de Bernarda Alba</u>	Evaluation _____
50 "	<u>El frijolito salton</u>	Evaluation _____
20 "	<u>La gitanilla</u>	Evaluation _____
40 "	<u>Tred cuentos</u>	Evaluation _____

5-10 pts. SELECTED SHORT STORIES AND READINGS

You must keep a list of selection you have read and note them on this paper.

Evaluation _____

If you have special interest area you are encouraged to discuss it with the instructor and work up a unit.

"EL CAMARON QUE SE DUERME SE LO LLEVA LA CORIENTE"

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

STUDENT SELF EVALUATION FORM
MVHS Language Island

Name _____ Home Phone _____

Number of years in German _____ Quarter _____ School Year _____ Date _____

THIS quarter I have completed _____ chapters in my basic text. My basic text is: _____

THIS quarter I have completed _____ learning packages. They were:

THIS quarter I have completed the following additional activities and projects:

THIS quarter I feel I deserve the following grade: _____

Next quarter I plan to accomplish the following:

I think the following changes in our program should be considered:

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

SUGGESTED DUTIES TO BE PERFORMED BY VOLUNTEERS

1. Give objective-type oral or written tests. Make sure you have indicated the correct responses the learner is expected to give.
2. Have learners read orally to volunteers.
3. Have volunteers find some special material you don't have time to look for.
4. Give and correct dictations.
5. Manage AV equipment.
6. Distribute exams.
7. If the volunteer is an adult of the Spanish-speaking community, have them plan and demonstrate a traditional dish, game, song, etc.
8. Make tapes.

SUGGESTIONS ON ORGANIZING A GROUP OF VOLUNTEERS

1. Provide a specific time to discuss what is expected of each of them.
2. Assign specific times to each volunteer.
3. Make sure they have real and useful tasks to perform.
4. Fully explain your program of I.I.
5. Make contacts in the community to get qualified adult volunteers.

Note: If you are using student aides, consider granting teacher aide credit.

MOUNTAIN VIEW HIGH SCHOOL

Mountain View, California

SUGGESTED DUTIES

FOR NATIVE SPEAKER HELPERS IN THE GERMAN PROGRAM

- I. Bring interesting realia to demonstrate and discuss. Wear native costume, if you like.
- II. Engage students in conversation. Please try to follow the following guidelines:
 1. Begin slowly and simply, establish contact and allow student to warm-up to you and the language.
 2. Be helpful and patient -- student will make many errors and may have difficulty hearing you through his embarrassment and excitement.
 3. Be German -- shake hands, gesture, etc.
- III. Help student with his work at the point where he is in his book:
 1. Give dictations.
 2. Ask helpful questions from chapter he is working on.
 3. Help him pronounce words he is having difficulty with.
 4. Give him short oral quizzes and translations.
 5. Help him find answers to written and grammar work.
 6. Correct students workbook, quizzes, dictations and spelling.
- IV. Ask student to read to you from his book or from one of a similar level of difficulty -- allow him mistakes but gradually attempt to improve his pronunciation. This is also a good time to work with student on translation and grammar.
- V. Present or teach a song, dance, poem, etc., if you would like and if students appear to be responsive to what you have to offer.
- VI. We need music (records and tapes) and magazines for the German "Sprachinsel". If you are interested in contributing to the German program at Mountain View High School, please call Mr. McLennan, 257-5129. Danke schön!

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

SUGGESTED TOPICS
FOR PRESENTATION AND DISCUSSION BY NATIVE SPEAKER GUESTS

- I. Explain and show slides of native towns and countryside. Avoid showing of personal family pictures or anything that does not relate to general topic of German culture.
- II. Explain and discuss interesting experiences which would relate to German culture and habits. These might be school, sport, travel, language, etc.
- III. Describe and discuss interesting jobs or hobbies which relate to German life and culture.
- IV. Discuss German history, politics, humor, etc., if you are well versed in the subject. Please encourage questions and discussion.
- V. Invite an acquaintance or friend to demonstrate a skill or art, such as musik, juggling, magic, dance, etc.
- VI. We need musik on tape or record and German conversations on tape to be used in the "Sprachinsel" for practice in listening and translating.
- VII. Should you be interested in contributing something to the German program at Mountain View High School, please call Mr. McLennan at 257-5129. Danke schön.

GERMAN STUDIES
INDIVIDUAL STUDY CHECK LIST

Student	Teacher	Date	Results	Tasks to be completed in "Verstehen und Sprechen"	Chapter 5
				Memorize 20 Basic Sentences - Know translation both ways - Practice with record and tapes 5A, 5B, 5C	Page 33-34
				Take dictation on 20 Basic Sentences - Learn spelling and punctuation	Page 34
				Learn "Question and Answer Practice" - Attempt to formulate your own answers	Page 35
				Learn "Pattern Practice" drills - Practice with tapes	Page 36-37
				Learn supplementary exercise after "Pattern Practice"	Page 38
				Read and translate all "Conversations" - Read orally to teacher or aid	Page 39-42
				Write answers to questions on "Conversations"	Page 42
				Know grammar and vocabulary listed in Student Handbook	
				Complete material in Workbook thru Chapter 5	
				Complete Unit Quiz for Chapter 5	
				Read and Translate all selections in "Reading and Review"	Page 43-46
				Write answers to question in "Reading and Review"	Page 43-46
				Complete Review Test Number 1	

COMMENTS:

Student _____

Date _____ Completion Date _____ Teacher Approval _____

I. At completion of this unit I will be able to:

II. I will complete the following steps while studying this chapter:

- _____ A. Memorize and practice saying, writing and translating all the new words and idioms in Section A, "Units of Speech and Vocabulary," Pages _____
- _____ B. Practice saying, reading, writing and translating all the sentences in Section B, "Model Sentences," Pages _____
- _____ C. Study so that I understand all the explanations and examples in Section C, "Structure," Pages _____
- _____ D. Practice saying, writing and translating all the sentences in Section D, "Exercises," Pages _____
- _____ E. Practice reading both silently and aloud the narration in Section E, "Comprehending and Speaking," Pages _____

III. While studying this chapter I will use tapes and cassettes for pronunciation practice. I will practice the words and sentences with friends and student helpers. I will request the help of the teacher whenever I need it. I will attempt to use whenever possible the words and sentences in conversation practice.

IV. When I have completed the above steps, I will complete a test with 90 per cent accuracy.

END
DEPT. OF HEALTH
EDUCATION AND
WELFARE

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

P. V.
Leccion 21
"Una cita"

Nombre _____

Fecha _____

Objectives: Given an oral or written question in Spanish, dealing with time, and a visual cue, you will be able to write the answer with correct structure, spelling and punctuation. You will be able to say the answer with correct structure, pronunciation and intonation.

You will be able to write in Spanish a short paragraph telling the time you leave for school, when class begins, when you eat lunch, etc., with correct structure, spelling and punctuation.

- Procedure:**
1. Study the language patterns on Page 101 of P.V. Practice with the tape.
 2. Study Language Master cards #6. Record the phrases on the tape so you learn to pronounce correctly.
 3. With a friend practice the learning package on time.
 4. Write "preguntas" on Page 102 and have them checked by the teacher. Prepare to do the same exercise orally without hesitation.
 5. Ask for final exam.

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

P.V.
Lección 30

Nombre _____

Fecha _____

Objective: Given an oral or written question in Spanish dealing with the date, you will be able to write the answer with correct structure, spelling and punctuation. You will also be able to answer orally with correct structure, pronunciation and intonation..

You will be able to write and say correctly the days of the week and the months of the year.

You will be able to say and write correctly the numbers 1-31.

Procedures: Study the days of the week on Pages 95-96 in P.V.

Study the month of the year on Page 158.

Practice with Language Master Cards #7 with the machine and then with a friend.

Write out "preguntas" on Page 159. Have your answers checked by the teacher aide or the teacher.

Prepare "preguntas" for oral work without hesitation.

Ask for exam.

P.V. LECCIÓN 62
Sra. Vidal

Me llamo _____
La fecha _____

SPANISH
INDIVIDUAL STUDY CHECK LIST
MOUNTAIN VIEW HIGH SCHOOL

Student	Teacher	Date	
			Read and understand reading selection --Read and translate to teacher --Practice with tapes
			Pass vocabulary test
			Pass dictation
			Prepare to answer orally or in writing questions on reading selection. Ask for ditto on "preguntas".
			Write answers to "preguntas" p. 374 --answer questions orally
			Prepare "Word Study" p. 374-375
			Supplement --Worksheets --Refrán: p. 375 memorize --Read other Indian legends
			Complete Unit Final

Use the definite article when necessary.

priest

sad

princess

prince

kingdom

strength

attack

on foot

to be in love with

body

torch

pain

throne

notice

tribe

smoking

net

butterfly

opposite

too much

around

for lack of

tires

fisherman

Preguntas

1. ¿Qué son Ixta y Popo?
2. ¿Dónde están?
3. ¿Qué significa Popo?
4. ¿Qué significa Ixta?
5. ¿Quién fue Ixta? ¿Y su padre?
6. ¿Qué no podía defender el padre?
7. ¿A quiénes llamó el emperador?
8. ¿Qué prometió el padre al guerrero que venciera a sus enemigos?
9. ¿Dónde se Ixta cuando Popo salió para la lucha?
10. ¿Qué le pasó a Ixta? ¿Por qué?
11. ¿Cuánto tiempo pasó?
12. ¿Cómo volvió Popo?
13. ¿Qué hizo con su fuerza misteriosa?
14. ¿Dónde se quedó Popo?
15. ¿Dónde colocó el cuerpo de Ixta?
16. ¿Qué tenía en la mano?
17. ¿Cómo están las montañas hoy día?
18. ¿Qué simbolizan las montañas?

Examen

I. Escriba en español la leyenda de Popo e Ixta.

II. Write an English cognate (related word) for the following:

Example: palacio palace

1. ciento

4. joven

2. dormir

5. año

3. mirar

6. tierra

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

German I-IV

IN DER LETZTEN MINUTE

This step by step study guide will help you learn the material quickly. Check off each Übung as you go along.

- _____ Listen to the story on tape 1.
- _____ Read the story in groups of three for comprehension.
- _____ Do Übung I on Pages 3 and 4. Use tape 1 for pronunciation and memorization drills.
- _____ Do Übung II on Page 4. Use tape 2, pronounce each sentence until you can say it fluently.
- _____ Do Übung III on Pages 5, 6 and 7. Fill in the vocabulary and study all new expressions. Use the oral vocabulary practice test on tape 3 to check your progress.
- _____ Take the oral vocabulary test
- _____ Complete Übung IV on Pages 7 and 8.
- _____ Übung V: Be able to relate these expressions to the events in the story. This is an oral exercise. You will find the correct answers on tape 4.
- _____ Take oral test on Übung V.
- _____ Translate the English sentences in Übung VI on Page 9. Turn in Page 9 for correction.
- _____ Do Übung VII and discuss your answers in small groups.
- _____ Übung VIII is a conversational exercise. Do it in groups of four or five.
- _____ Take a short written exam on the story.
- _____ Reenact the story in groups of three.
- _____ Attend Apfelstrudelparty in honor of Doberman's recovery!

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

Noche Oscura en Lima

Nombre _____

Fecha _____

1. Read each chapter for meaning.
2. Look up only the essential words for meaning.
3. Keep a section in your notebook for "Noche Oscura" vocabulary and notes. Turn this in to the instructor when you complete the novel.
4. Refer to "Notes" P. 91 when indicated.
5. Memorize the expressions for each chapter, starting on P. 99.
6. Discipline yourself to review the grammar indicated for each chapter in the back of the book.
7. For every four chapters you read write out 15 sentences only from one of the translations. Turn in for corrections.
8. Be prepared for oral discussion on content of chapters.
9. Start Lesson 18. exercises of C. in the back of the book will vary. Follow directions.
10. Pass exams ----- !Diviertase!

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

SPRACHMEISTER-ALPHABET SERIES

1. For a passing grade for any quarter, a student must be tested on at least 2 letter sets per quarter. This means that at the end of the 2nd year, a student should have completed the entire set at least one time through.
2. The letter sets may be learned in any order.
3. The student must learn the single word item plus a good German sentence in which the word is used.
4. Students will be tested orally by teacher or aide. Points will not be awarded until mastery of the word and sentence is demonstrated satisfactorily. Do not wait until the last week of the quarter to be tested.
5. Students may go through the series a second or third time, demonstrating mastery of the word item or the example sentence in a new form. For example: nouns can be learned in the plural; verbs can be learned and demonstrated in either the present tense, the simple (narrative) past, the present perfect (conversational) tense, or in the future tense.

Set No.	Letter Set	Card No.	No. Items	Points Per Set
1.	A	1-20	20	1 1/2
2.	B	21-71	50	3
3.	CDE	72-101	30	2
4.	F	102-146	45	3
5.	G	147-180	25	2
6.	H	181-214	35	2 1/2
7.	IJ	215-220	5	1/2
8.	K	221-272	50	3
9.	LM	273-308	35	2 1/2
10.	NOPQ	309-335	25	2
11.	R	336-355	20	1 1/2
12.	Sa-Se	356-395	40	3
13.	Se-Su	396-434	40	3
14.	T	435-461	25	2
15.	UVW	462-490	30	2
16.	XYZ	491-503	10	1/2

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

WORTSCHATZ UBUNG FUR DEUTSCH 1-IV
GERMAN FLASH CARD KIT

1. For continued progress in German students will need to know these word items.
2. These categories may be learned in any order.
3. Students must learn each single word item and the use of that word in a good German example sentence. The sentences listed with each category represent a good model sentence which may be used to demonstrate the words in that category.
4. Students will be tested orally by teacher or aide. Points will not be awarded until mastery of the word and sentence is demonstrated satisfactorily. Do not wait until the last week of the quarter to be tested.
5. Students may go through the categories a second or third time, demonstrating mastery of the word items or the example sentences in a new form. For example, nouns can be learned in the plural; verbs can be learned and demonstrated in either the present perfect tense, the simple (narrative) past, the present perfect (conversational) tense, or in the future tense.

No.	Category	Points for Cat.	Model Sentence
I.	Die wilden Tiere	(1-10) 1	Ich sehe den ____ (die ____, das ____.)
II.	Die Haustiere	(1-10) 1	Ich habe einen ____ (eine ____, ein ____.)
III.	Das Tischgedeck	(1-10) 1	Ich lege den ____ (die ____, das ____) auf den Tisch.
IV.	Die Mahlzeit	(1-10) 1	Ich mochte den ____ (die ____, das ____.)
V.	Die Körperteile	(1-10) 1	Das ist mein ____ (meine ____, mein ____).
VI.	Weihnachten	(1-10) 1	Siehst du den ____ (die ____, das ____.)
VII.	Das Klassenzimmer	(1-10) 1	Wo ist der ____ (die ____, das ____.)
VIII.	Die Kleidung	(1-10) 1	Ich muss einen ____ (sine ____, ein ____) kaufen.
IX.	Das Obst	(1-10) 1	schmeckt (schmecken) gut.
X.	Das Gemüse	(1-10) 1	Ich habe _____ nicht gern.
XI.	Die Seeküste	(1-10) 1	Dort ist ein ____ (eine ____, ein ____).
XII.	Das Transportwesen	(1-10) 1	Ich fahre mit dem ____ (dar ____, dem ____)
XIII.	Die Blumen	(1-10) 1	Der ____ (die ____, das ____) ist schön.
XIV.	Das Innere d. Hauses	(1-10) 1	Wo ist der ____ (die ____, das ____).
XV.	Das Gebäude	(1-10) 1	Ich suche den ____ (die ____, das ____).
XVI.	Die Farben	(1-10) 1	Der ____ (die ____, das ____) ist ____ (Farbe).
XVII.	Die Fahnen	(1-10) 1	Ich habe (one, two...) ____ (noun) _____.
XVIII.	Die Landkarte	(1-10) 1	Da ist der ____ (die ____, das ____).
XIX.	Die Uhr	(1-10) 1	Es ist _____.
XX.	Der Kalender	(1-10) 1	Das ist _____.
XXI.	Die Verben	(1-10) 1	Ich _____. Du _____. STE _____ Er, sie, ex _____. Wir _____. Ihr _____.

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

OCCUPATION FLASH CARD SET
(Berufe)

1. This total set is worth 5 points.
2. The cards may be learned in any order.
3. The student must learn the single word item plus a good German sentence in which the word is used.
4. Students will be tested orally by teacher or aide. Points will not be awarded until master of the word and sentence is demonstrated satisfactorily. Do not wait until the last week of the quarter to be tested.
5. Students may go through the series a second or third time, demonstrating mastery of the word or example sentence in a new form. For example: nouns can be learned in the plural; verbs can be learned and demonstrated in either the present tense, the simple (narrative) past, the present perfect (conversational past) tense, or in the future tense.

Occupation Flashcard set -- 5 points

Occupations - Berufe (Der Beruf, die Berufe)

When the German speaker indicates what his occupation is, he does not use the articles with the noun indicating occupation; Ich bin Lehrer. (I am teacher) Er ist Schüler. (He is student)

Below are some good sentences in which occupation words can be used.

Ich bin (war) _____.	Ich will _____ werden.
Du bist (warst) _____.	Du willst _____ werden.
Sie sind (waren) _____.	Sie wollen _____ werden.
Er, sie, es ist (war) _____.	Er, sie, es will _____ werden.
Wir sind (waren) _____.	Wir wollen _____ werden.
Ihr seid (wart) _____.	Ihr wollt _____ werden.
Sie sind (waren) _____.	Sie wollen _____ werden.

Er wird _____.

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

Berlitz #6
"Visita de cortesía"
Checklist

Nombre _____

Fecha _____

Teacher Date

- | | | |
|-------|-------|--|
| _____ | _____ | Read and understand the dialog. |
| _____ | _____ | Listen to Berlitz Tape #6
Practice dialog with a friend. |
| _____ | _____ | Learn vocabulary
Pass quiz _____ 90 per cent accuracy |
| _____ | _____ | Pass dictation (3 errors) |
| _____ | _____ | Gramática: Review in PV and other as listed. |
| _____ | _____ | Commands - flashcards
Preterite tense of <u>venir</u> |
| _____ | _____ | Object pronouns (underlined in blue)
Know the expressions of politeness that are underlined
in pink. Be able to use them in a conversation with
the teacher or a friend. |
| _____ | _____ | View filmstrip while listening to the tape -
minimum of 3 times. |
| _____ | _____ | Do worksheet #1 on <u>Gramática</u>
Have teacher check it. |
| _____ | _____ | Prepare to answer oral or written questions on
the dialog content.
--Practice with student.
--Teacher |
| _____ | _____ | Worksheet #2 is to be prepared while viewing
Frame 22 and 38.
--Have answers checked by teacher
--Do orally with a teacher aide or teacher |
| _____ | _____ | Final exam |

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

Berlitz
#6 Una visita social
Prueba

Nombre _____

Fecha _____

These questions are based on the filmstrip. Therefore, the exam must be taken while viewing the frames indicated. Answer in a complete sentence in Spanish.

Frame 22

1. ¿ Cuántas tazas hay en la mesa?
2. ¿ Dónde está el azúcar?
3. ¿ Qué hay en la azucarera?
4. ¿ Cómo es el mantelito?
5. ¿ Cuántas cucharitas hay en la foto?

Frame 38

1. ¿ Quién está acostado en la cama?
2. ¿ Cómo tiene los ojos?
3. ¿ Duerme o está despierto?
4. ¿ Cómo lo sabe?
5. ¿ Qué hace con la mano derecha?