

WORLD LANGUAGE FRAMEWORK

February 2006



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Philosophical Foundations

Mission

The study of world languages:

- prepares students to communicate and live in a global society
- develops proficiency in multiple languages
- increases awareness and understanding of diverse cultures.

Beliefs

- A K-12 articulated world language program should be available to all students.
- All students can succeed in learning world languages.
- Multilingual competency and the ability to function in multiple cultures are necessary to be an effective global citizen.
- World language education teaches real life communication.
- World language study should be a component of each student's education.
- World language education develops critical thinking skills.
- World language education reinforces and enhances the study of many other disciplines.
- Multilingual people are more marketable in local and global communities.

Essential Question

The World Language Framework is based on this mission and these beliefs. Teachers and other persons involved in developing this framework aligned all courses with the *Nebraska K-12 Foreign Language Frameworks* and the *Standards for Foreign Language Learning in the 21st Century*. The essential question for world language study is:

How does the study of world languages prepare students to live and work in an ever-flattening, global society?

Enduring Understandings

The answers to the essential question can be found in three enduring understandings.

1. Communicating in a language other than English for a variety of purposes is necessary for living in an ever-flattening, global society.
2. Understanding other cultures and their relationship to one's own culture prepares students for living in an ever-flattening, global society.
3. Connecting language and/or cultural knowledge to situations both within and beyond the school setting prepares students to use language and cultural knowledge as adults.

Vision

In keeping with Millard Public Schools' mission for world-class educational opportunities, this district's vision of a world language program is aligned with the vision of the *Nebraska K-12 Foreign Language Frameworks*.

The *Nebraska K-12 Foreign Language Frameworks* provides a map for guiding Nebraska schools into the twenty-first century. It outlines important skills that students in our state will need to survive and prosper socially and economically.

The Frameworks presents a departure from the traditional grammar-based approach to instruction. It advocates that the opportunity for language learning be available to all with an emphasis on culture and communication. This reinforcement of cultural knowledge affirms the many cultures existing within the community and promotes awareness of the international connections that exist locally. It calls for students to be able to gain knowledge and understanding of other cultures, to develop insight into their own language and culture, to communicate in the language and to use authentic materials so that students can see the “real” connections to what they are learning in school and to their future career choices.

The implications of the concepts in the Frameworks are important since students will live most of their adult lives in a world that will be dramatically different from that of their parents and grandparents. They will live with the challenges and rewards of living in a technological society that presupposes immediate communication, diverse social settings and interactions, resolving conflict at the national and international level, ecological problem-solving, and competitive job markets. Effective communication based on a knowledge of language and cultures will be their key to surviving and prospering.

The Frameworks emphasizes that learning a foreign language is a skill that must be developed over time. “Come early, stay late” is the rallying cry—the challenge to provide a K-12 foreign language learning opportunity for all Nebraska students.

Nebraska K-12 Foreign Language Frameworks. (1996). Lincoln, NE: Nebraska Department of Education.

Relationship of Framework to Content Standards

The World Language Framework is aligned with all standards listed in the *Nebraska K-12 Foreign Language Frameworks*, which are the same as the national standards identified in *Standards for Foreign Language Learning in the 21st Century*.

Nebraska K-12 Foreign Language Frameworks Overview of the Goals and Standards

Goal One: Communicate in Languages Other than English

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal Two: Gain Knowledge and Understanding of Other Cultures

- Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
- Standard 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

Goal Three: Connect with Other Disciplines and Acquire Information

- Standard 3.1 Students reinforce and further knowledge of other disciplines through foreign languages.
- Standard 3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the culture.

Goal Four: Develop Insight into the Nature of Language and Culture

- Standard 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.
- Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Goal Five: Participate in Multilingual Communities at Home and Around the World

- Standard 5.1 Students use the language both within and beyond the school setting for a variety of purposes.

Nebraska K-12 Foreign Language Frameworks. (1996). Lincoln, NE: Nebraska Department of Education.

Standards for Foreign Language Learning in the 21st Century. (1999). Lawrence, KS: National Standards in Foreign Language Education Project.

Relationship of Framework to Essential Learner Outcomes

The World Language Framework supports the following Millard Essential Learner Outcomes:

ACADEMIC SKILLS AND APPLICATIONS

LITERACY AND COMMUNICATION

1. Demonstrates competencies in reading to understand and evaluate a variety of texts.
2. Demonstrate competencies in writing in a variety of modes.

SOCIAL STUDIES

4. Demonstrates understanding of structure, operations and relationships between local, state, national and international governments
5. Demonstrates practical knowledge of history, economics and geography
6. Understand global independence.

LITERACY AND COMMUNICATION

7. Demonstrates appropriate speaking and listening skills for a variety of settings.

HUMAN RELATIONS

- Understands ethnic and cultural differences.
- Understands human differences.

TECHNOLOGY

- Obtains information electronically and organizes it successfully
- Conveys information using technology

FINE AND PERFORMING ARTS

- Experiences and evaluates a variety of music, art, or drama.

LIFE SKILLS AND PERFORMANCES

READINESS FOR WORK

- Demonstrate the ability to manage time
- Demonstrate the ability to follow directions
- Develop ability to work with others to accomplish tasks/goals
- Demonstrate essential knowledge of good work habits
- Demonstrate responsibility

READINESS FOR LIFE-LONG LEARNING

- Demonstrate ability to set and pursue short term and long term goals
- Obtain, organize and evaluate information successfully
- Develop the attributes of: integrity, self-discipline, positive attitude, perseverance

CITIZENSHIP

- Participate in community and/or school organization
- Acknowledge diversity of others
- Respect the rights of others
- Treat others in a considerate and non-demeaning manner

(The complete ELO T-chart appears on the following page.)

Millard Essential Learner Outcomes

- **CITIZENSHIP** • **CONSUMER ECONOMICS** • **HUMAN RELATIONS** • **LITERACY AND COMMUNICATION**
 • **MATHEMATICS** • **READINESS FOR WORK** • **READINESS FOR LIFE-LONG LEARNING** • **SCIENCE**
 • **SOCIAL STUDIES** • **TECHNOLOGY** • **FINE AND PERFORMING ARTS** • **WELLNESS**

ACADEMIC SKILLS AND APPLICATIONS	LIFE SKILLS AND PERFORMANCES
<p>Students will demonstrate proficiency on these twelve indicators by meeting established standards on district-wide assessments. This proficiency, along with the successful completion of 225 credits for the class of 2004 and beyond, is used for diploma granting or denial. Students in the Millard Public Schools will:</p> <p>LITERACY AND COMMUNICATION</p> <ol style="list-style-type: none"> 3. Demonstrates competencies in reading to understand and evaluate a variety of texts. 4. Demonstrate competencies in writing in a variety of modes. <p>MATHEMATICS</p> <ol style="list-style-type: none"> 8. Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates. 9. Understand and use attributes of geometric figures and systems of measurement. 10. Demonstrate knowledge of and use coordinate systems and algebraic concepts. 11. Select, organize, display and analyze data. 12. Apply appropriate mathematical strategies to solve problems. <p>SCIENCE</p> <ol style="list-style-type: none"> 13. Use scientific processes to understand the unifying concepts of the natural world. 14. Demonstrates understanding of life, physical, earth and space sciences. <p>SOCIAL STUDIES</p> <ol style="list-style-type: none"> 15. Demonstrates understanding of structure, operations and relationships between local, state, national and international governments 16. Demonstrates practical knowledge of history, economics and geography 17. Understand global independence. <p>-----</p> <p>Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught) competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used for diploma-granting or denial.</p> <p>LITERACY AND COMMUNICATION</p> <ol style="list-style-type: none"> 3. Demonstrates appropriate speaking and listening skills for a variety of settings. <p>CONSUMER ECONOMICS</p> <ul style="list-style-type: none"> • Demonstrates skills in managing money. • Makes sound financial choices by using appropriate resources. <p>HUMAN RELATIONS</p> <ul style="list-style-type: none"> • Understands ethnic and cultural differences. • Understands human differences. <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Obtains information electronically and organizes it successfully • Conveys information using technology • Uses a variety of technological resources to solve problems. <p>FINE AND PERFORMING ARTS</p> <ul style="list-style-type: none"> • Experiences and evaluates a variety of music, art, or drama. <p>WELLNESS</p> <ul style="list-style-type: none"> • Understands human growth and development • Identifies the values of good nutrition and physical activity • Evaluates the impact of addictive substances and behaviors 	<p>Within the school setting, students in the Millard Public Schools will:</p> <p>READINESS FOR WORK</p> <ul style="list-style-type: none"> • Demonstrate the ability to manage time • Demonstrate the ability to follow directions • Solve problems by processing available information pertinent to a given situation, making decisions as appropriate • Develop ability to work with others to accomplish tasks/goals • Demonstrate essential knowledge of good work habits • Demonstrate responsibility <p>READINESS FOR LIFE-LONG LEARNING</p> <ul style="list-style-type: none"> • Demonstrate ability to set and pursue short term and long term goals • Obtain, organize and evaluate information successfully • Develop the attributes of: <ul style="list-style-type: none"> integrity, self-discipline, positive attitude perseverance <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • Participate in community and/or school organization • Acknowledge diversity of others • Respect the rights of others • Treat others in a considerate and non-demeaning manner <p style="margin-top: 20px;">Revised: Strategic Planning December 5, 1996 T-Chart Approved: Millard Board of Education January 13, 1997 Rule Adopted: May 3, 1999 Revised: June 18, 2001; July 21, 2003</p>



Instructional Strategies

Use of Target Language

Students acquire language skills best when they “are provided opportunities to use the target language to communicate in a wide range of activities. The more learners use the target language in meaningful situations, the more rapidly they achieve competency” (Standards, 1999, p. 41).

In addition, good teaching “recognizes that students learn by hearing the foreign language spoken well and by reading authentic texts as well as communicating with others in the foreign language, both orally and in writing. Practice in using productive and receptive skills should be an integral part of every course taught in a foreign language, including those that focus on literature or culture” (ADFL, 2001, online).

Developing communication proficiency is the primary goal of world language instruction; therefore, teachers should provide learning environments in which they and students communicate in the target language. The degree to which classes are conducted and students expected to speak in the target language will increase as students acquire language skills. Upper level honors courses and Advanced Placement[®] language courses should be conducted mostly, if not entirely, in the target language.

ADFL Statement of Good Practice: Teaching, Evaluation, and Scholarship. (2001). New York: Modern Language Association, Association of Departments of Foreign Language Executive Committee.

Standards for Foreign Language Learning in the 21st Century. (1999). Lawrence, KS: National Standards in Foreign Language Education Project.

Differentiation

Students enroll in world language courses to acquire reading, writing, speaking and listening skills. Differentiated instruction allows each student to perform at an optimal level while developing an understanding of diverse cultures.

World language teachers make conscious use of differentiation strategies by continuing to pursue and apply information related to readiness, interest, learning styles, multiple intelligences, cultural and ethnic differences, and physical and intellectual abilities. This will provide all students the opportunity to develop and demonstrate language proficiency and cultural awareness in different ways.

Heacox, D. (2002). *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*. Minneapolis, MN: Free Spirit Publishing.

Theisen, T. (2002). "Differentiated instruction in the foreign language classroom: Meeting the diverse needs of all learners." *LOTE CED Communique*, 6.

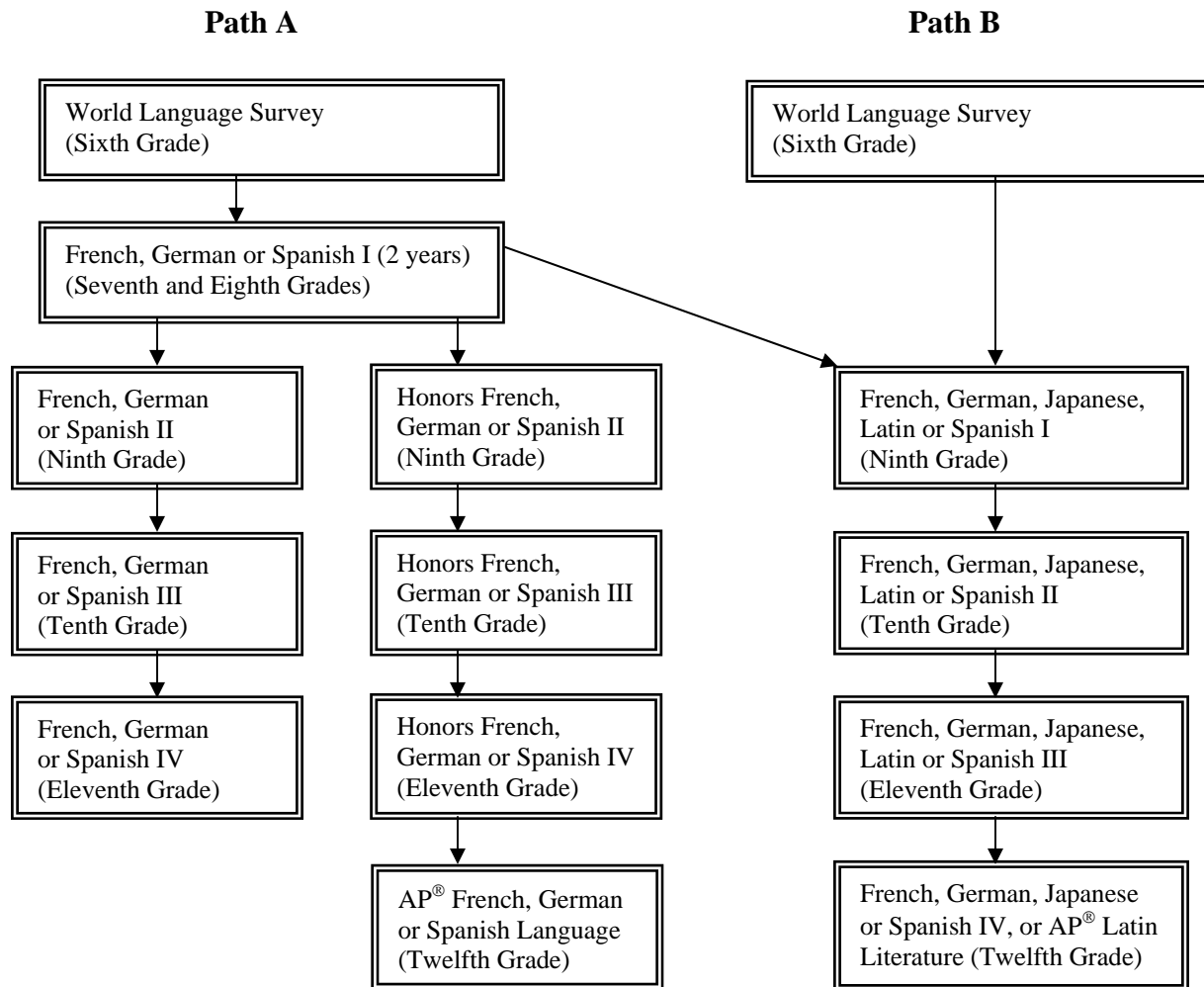
Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A., & Strickland, C. A. (2005). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9-12*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A., Stronge, J. H., & Eidson, C. C. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9*. Alexandria, VA: Association for Supervision and Curriculum Development.

Recommendations for Sequence of World Language Courses

All students learn about French, German and Spanish language and culture in the sixth grade World Language Survey course. All students are encouraged to begin studying a language in seventh grade. In middle school, French, German and Spanish I are taught over two years. At the end of eighth grade, a recommendation will be made regarding each student’s placement in a ninth grade world language course.



Students are advised to take consecutive years of the same language. UNL, UNO and UNK admissions requirements include two years of the same language.

Students who demonstrate language proficiency may choose to learn a second language in high school while continuing the first language.

Although students normally follow one of the above paths, based on a student’s proficiency, a recommendation may be made that a student take a different path.

World Language Courses and Diploma Paths

All students, regardless of diploma path, are encouraged to take world language courses.

- Although world language is not required of students who choose the regular, specialty commended and specialty distinguished diploma paths, world language credits may be used as elective credits.
- Students who choose the liberal arts commended diploma path are required to take 20 credits of world language. Additional world language credits may be used as elective credits.
- Students in the liberal arts distinguished path are required to take 20 credits of world language. In addition, they are required to take 40 additional core credits. World language credits may be used as core credits.

Future Considerations

At the time this Framework is being developed, initial plans are underway to offer a world language in at least one elementary school. These plans may expand to other elementary schools and perhaps include more than one language. How this initiative, along with providing students the opportunity to begin studying a language in seventh grade, will impact the secondary world language program remains to be seen. The district will monitor these changes, enrollment trends, and student interest and needs, and may consider developing additional courses before world language enters Phase I of the next MEP cycle.

Course Frameworks

WORLD LANGUAGE SURVEY

World Language Survey

6

One Year

Course Description: World Language Survey gives students a brief, unique opportunity to learn about three languages: French, German and Spanish. This class, consisting of three 12-week segments, meets on alternate days and provides a basic introduction to each language. Students participate in activities related to the language and customs of each culture. As with any language course, some memorization is necessary. Students will demonstrate learning through various activities and projects.

Outcome 1

Demonstrate an awareness of the target language.

Outcome 2

Demonstrate an awareness of the target culture.

Outcome 3

Demonstrate an awareness of the significance of studying foreign languages.

Objectives

These Objectives are an integral part of all the interconnected course outcomes.

Students will recognize and recall basic written and spoken vocabulary in the target language.

Students will recognize basic geography and facts of the target country or countries.

Students will explore aspects of the target culture.

Students will make comparisons between languages.

Students will recognize the significance of studying foreign languages.

Vocabulary/Topics
Alphabet
Cognates
Conversational Phrases
Numbers (1-100)
Family members
Colors
Geography
Culture

Assessments

Oral and written response to direct questions (Outcomes 1, 2, 3)

FRENCH I-A

French I-A

7

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the French-speaking countries. This course begins in seventh grade, meeting on alternate days, and will continue every day in French I-B in eighth grade. French I-A/I-B is a two-year course. Beginning with students who are seventh graders in 2006-2007, students who want to take French I in middle school must begin in seventh grade.

Prerequisites: None

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These Objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Alphabet	Present tense verb conjugation and subject pronouns	“The French Way of Life”
Numbers, time, date	Articles and contractions	• Education
Cognates for passive knowledge	Agreement and placement of adjectives	• Currency
Idioms	Word order (negation, questions, adverbs, etc)	• Holidays
Weather	Pronunciation and intonation	• Cafés
Meeting and greeting people	Irregular verbs (être, faire)	• Geography of France
Likes and dislikes		• Francophone geography
Describing self, family and friends		• Music
School		
Food		
Colors		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Discovering French Nouveau Bleu (2004), McDougal Littell

FRENCH I-B

French I-B

8

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the French-speaking countries. This course meets daily and is a continuation of the French I-A course begun in seventh grade. French I-A/I-B is a two-year course. Beginning with students who are seventh graders in 2006-2007, students who want to take French I in middle school must begin in seventh grade.

Prerequisites: French I-A

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Cognates for passive knowledge	Present tense verb conjugation and subject pronouns	“The French Way of Life”
Idioms	Articles and contractions	• Currency
Describing self, family and friends	Agreement and placement of adjectives	• Holidays
Sports and leisure activities	Possessive and demonstrative adjectives	• Geography of France
Following and giving directions	Pronunciation and intonation	• Francophone geography
Food	Irregular verbs (avoir, aller, venir)	• Music
Clothing		
Colors		
Basic possessions		
Places in a town		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Discovering French Nouveau Bleu (2004), McDougal Littell

FRENCH I

French I

8

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the French-speaking countries. The outcomes of this course are the same as the two-year French I-A/I-B course that begins in seventh grade; however, because this eighth grade course is taught in just one school year, some content will be condensed. This stand-alone eighth grade course will not be offered after the 2006-2007 school year.

Prerequisites: None

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
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- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Alphabet	Present tense verb conjugation and subject pronouns	“The French Way of Life”
Numbers, time, date	Articles and contractions	• Education
Cognates for passive knowledge	Agreement and placement of adjectives	• Currency
Idioms	Possessive and demonstrative adjectives	• Holidays
Weather	Word order (negation, questions, adverbs, etc)	• Cafés
Meeting and greeting people	Pronunciation and intonation	• Geography of France
Likes and dislikes	Irregular verbs (être, avoir, aller, faire, venir)	• Francophone geography
Describing self, family and friends		• Music
School		
Sports and leisure activities		
Following and giving directions		
Food		
Clothing		
Colors		
Basic possessions		
Places in a town		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Discovering French Nouveau Bleu (2004), McDougal Littell

FRENCH I

French I

9-12

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the French-speaking countries.

Prerequisites: None

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
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Describing self, family and friends		• Music
School		
Sports and leisure activities		
Following and giving directions		
Food		
Clothing		
Colors		
Basic possessions		
Places in a town		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Discovering French Nouveau Bleu (2004), McDougal Littell

FRENCH II

French II

9-12

Year

Course Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in French.

Prerequisites: French I or the equivalent.

Outcome 1

Comprehend and respond appropriately to spoken and written language within familiar contexts.

Outcome 2

Demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Identify and model cultural perspectives and practices in the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate and transfer this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will narrate a sequence of events using appropriate structures.
- Students will respond appropriately to oral and/or written prompts.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.

Vocabulary	Structures	Culture
School courses	Present tense of regular and irregular verbs	Holidays and celebrations
Body and health	Passé composé of regular and irregular verbs	Provinces of France
Clothing	Direct and indirect object pronouns	Leisure activities
Shopping for food and clothing	Comparative and superlative	Francophone cultures
Personal information	Stress pronouns	Music
Sports and leisure activities	Relative pronouns (qui and que)	
Food	Expressions of quantity	
House/furniture	Reflexive verbs (present)	
Professions		
Farm related		
City related		

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Discovering French Nouveau Blanc (2004), McDougal Littell

HONORS FRENCH II

Honors French II

9-12

Year

Course Description: Student will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in French. Additional grammar, readings, writings and enhancement activities differentiate this course from French II. Students will be expected to use higher level thinking skills.

Prerequisites: French I or the equivalent.

Outcome 1

Comprehend and respond with an appropriate level of spontaneity to spoken and written language within familiar contexts.

Outcome 2

Using extended vocabulary and fundamental grammatical skills, demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Model and interpret cultural perspectives and practices of the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate. Transfer this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement with a developing level of spontaneity and fluency.
- Students will narrate a sequence of events using appropriate structures with relative ease.
- Students will respond appropriately to oral and/or written prompts with a developing level of spontaneity and fluency.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.
- Students will initiate conversation using extended vocabulary.
- Students will begin to use circumlocution as needed in communication.

Vocabulary	Structures	Culture
School courses	Present tense of regular and irregular verbs	Contrast French and American education
Daily routines	Passé composé of regular and irregular verbs	Holidays and celebrations
Clothing	Imperfect tense	Provinces of France
Shopping for food and clothing	Passé composé vs. imperfect tenses	Leisure activities
Personal information	Reflexive verbs	Francophone cultures
Sports and leisure activities	Direct and indirect object pronouns (y, en)	
Food	Comparative and superlative	Music
House/furniture	Stress pronouns	
Professions	Relative pronouns (qui, que and dont)	
Farm related	Expressions of quantity	
City related		

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Discovering French Nouveau Blanc (2004), McDougal Littell

FRENCH III

French III

10-12

Year

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Francophone countries. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences.

Prerequisites: French II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length and complexity that integrate various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations demonstrating an understanding of cultural and social conventions.

Outcome 3

With teacher guidance, interpret the main idea and significant details from various sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will derive meaning from selected authentic materials.
- Students will interact in survival situations.
- Students will support opinions orally and in writing.
- Students will respond appropriately to more complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of tenses to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the Francophone cultures.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will initiate conversation and/or narrate using appropriate vocabulary and structure.

Vocabulary	Structures	Culture
Daily routines	Future Conditional Imparfait	Geography
Descriptions of people and personalities	Passé simple for recognition	Food and cooking
Survival situations:	Present subjunctive (introduction)	Short stories and poetry
• Following instructions	Passé composé vs. imperfect tenses	Historical glimpses, including World War II
• Restaurant	Reflexive verbs (present, past)	Technology
• Hotel	Review direct and indirect object pronouns; Teach y, en	Francophone cultures
• Shopping	Double object pronoun usage	Art (Impressionism, Post-impressionism, Surrealism)
• Medical	Relative pronouns (qui, que and dont)	Music
• Manners and social skills	Negation	
• Travel and transportation	Possessive pronouns	
• Requesting information	Demonstrative pronouns	
	Comparative and superlative adjectives and adverbs	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Discovering French Nouveau Rouge (2004), McDougal Littell

HONORS FRENCH III

Honors French III

10-12

Year

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Francophone countries. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences. Additional grammar, readings, writings and enhancement activities differentiate this course from French III. Students will be expected to use higher level thinking skills.

Prerequisites: Honors French II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length, complexity and spontaneity, integrating various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations, applying appropriate social conventions with an appropriate degree of fluency.

Outcome 3

With minimal teacher guidance, interpret and analyze the main idea and significant details from authentic sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will interpret and react to selected authentic materials.
- Students will interact in array of everyday situations with greater fluency and spontaneity.
- Students will support opinions orally and in writing with fewer prompts and increasing proficiency.
- Students will respond appropriately to complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of structures to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will practice narration skills prompted by visual cues.

Vocabulary	Structures	Culture
Daily routines	Future Conditional Imparfait	Geography
Descriptions of people and personalities	Passé simple	Food and cooking
Survival situations:	Subjunctive (present)	Short stories and poetry
• Following instructions	Review passé composé vs. imperfect tenses	Historical glimpses, including World War II
• Restaurant	Review reflexive verbs	Technology
• Hotel	Review direct and indirect object pronouns (y, en)	Francophone cultures
• Shopping	Double object pronoun usage	Art (Impressionism, Post-Impressionism, Surrealism)
• Medical	Possessive and demonstrative pronouns	Music
• Manners and social skills	Review relative pronouns (qui, que and dont)	
• Travel and transportation	Negation	
• Requesting information	Verbs requiring prepositions	
	Review comparative and superlative adjectives and adverbs	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Discovering French Nouveau Rouge (2004), McDougal Littell

FRENCH IV

French IV

11-12

Year

Course Description: Students will continue developing reading, writing, speaking and listening skills. Students will be able to communicate with greater fluency and spontaneity. A variety of cultural themes will be explored.

Prerequisites: French III or the equivalent.

Outcome 1

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts.

Outcome 2

Identify and react in the target language to significant contributions of Francophone cultures.

Outcome 3

With appropriate guidance, interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will describe a problem and request clarification with prompts.
- Students will practice using a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will respond to native speakers (other than teachers) in person and via electronic media.
- Students will express individual perspectives and defend opinions.
- Students will initiate, sustain, and conclude conversations on a limited range of topics.
- Students will give a description orally and/or in writing in paragraph form.
- Students will present prepared material to an audience.
- Students will interact in an array of everyday situations with greater fluency and spontaneity.
- Students will recognize the contributions of the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a growing command of vocabulary and structure.

Vocabulary	Structures	Culture
History of France (four selected periods from prehistoric to Napoleonic)	Review of all previously learned verb tenses	Art (selections from prehistoric to Napoleonic)
Managing the art of conversation	Future perfect	Literature (selections from Middle Ages to Napoleonic)
Short stories	Present subjunctive	Music (selections at teacher's discretion)
	Faire causative (glimpse)	Museums/ local cultural events at teacher's discretion
	Relative pronouns	Francophone cultures
	Pluperfect Past conditional Review conditional sentences	
	Review of comparative and superlative forms of adverbs and adjectives	

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)

Oral response to a given prompt (Outcome 1)

Primary Text

Personnages (2003), Houghton Mifflin

Tresors du Temps (1997), Glencoe

HONORS FRENCH IV

Honors French IV

11-12

Year

Course Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Students will be able to communicate with greater proficiency. A variety of cultural themes will be explored. Additional grammar, readings, writings and enhancement activities differentiate this course from French IV. Students will be expected to use higher level thinking skills.

Prerequisites: Honors French III or the equivalent.

Outcome 1

With an appropriate level of spontaneity, integrate expanded vocabulary with previously learned and new linguistic and cultural concepts in complex situations..

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

With an appropriate level of independence, interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will use a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will begin to interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will express individual perspectives and defend opinions with expanded vocabulary and more complex grammatical structures.
- Students will initiate, sustain, and conclude conversations on a wide variety of topics.
- Students will give a description orally and/or in writing using complex, detailed paragraphs.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interact in survival situations with greater proficiency.
- Students will integrate culturally embedded words, phrases, and idioms into everyday communication.
- Students will investigate the contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
History of France (six to eight periods from prehistoric to Napoleonic)	Review of all previously learned verb tenses	Art (selections from prehistoric to Napoleonic)
Managing the art of conversation	Subjunctive past and review of present	Literature (selections from Middle Ages to Napoleonic)
Short stories and a novel	Faire causative (glimpse)	Music (selections at teacher's discretion)
	Relative pronouns	Museums/ local cultural events at teacher's discretion
	Advanced interrogative pronouns	Francophone cultures
	Review conditional sentences (si clauses)	
	Present and perfect participles	
	Comparative and superlative noun forms	
	Negative expressions	
	Review verbs requiring prepositions (à/de)	
	Compound tenses (pluperfect, past conditional, future perfect)	

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)

Oral response to a given prompt (Outcome 1)

Primary Text

Bravo (2005), Heinle

Tresors du Temps (1997), Glencoe

ADVANCED PLACEMENT® FRENCH LANGUAGE

Advanced Placement® French Language

12

Year

Course Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in French, and students are expected to speak in French at all times. Completion of this course will prepare students to take the national Advanced Placement® French Language exam.

Prerequisites: Honors French IV or the equivalent.

Outcome 1

Using appropriate cultural practices and language structure, initiate, sustain and conclude conversations on a wide variety of topics.

Outcome 2

Express and defend personal feelings, ideas and opinions with an appropriate level of spontaneity.

Outcome 3

Interpret and analyze the main idea and significant details from authentic sources and literary samples.

Outcome 4

Using evidence from authentic sources, analyze the similarities and differences between the target culture and the student's own culture.

Outcome 5

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts in complex situations.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will respond appropriately to mood and implied meaning (e.g., sarcasm, humor, irony) of written communication.
- Students will analyze information based on complex oral and/or written descriptors with accuracy and fluency.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will initiate, sustain, and conclude conversations on a wide variety of topics.
- Students will give a description orally and/or in writing using complex, detailed paragraphs.

- Students will integrate culturally embedded words, phrases, and idioms into everyday communication.
- Students will analyze contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
Vocabulary determined by teacher-selected texts	Review of grammar taught in Honors Level IV	Cultural videos
• One novel	Indirect discourse	French movies
• Various short readings	Passive voice (glimpse)	Authentic materials
• Listening selections	Indefinite adjectives and pronouns	Music
• Speaking selections	Advanced negatives	Culture inherent in any materials, media or technology used
• Authentic materials		

Assessments

Oral conversation or presentation focusing on culture (Outcomes 1, 4, 5)
 Previously released AP exam (Outcomes 2, 3, 5)

Primary Text

Quant à Moi: Témoignages de Français et des Francophones; Manuel de Classe (2005),
 Thomsen/Heinle

GERMAN I-A

German I-A

7

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German-speaking countries and explore the rich German heritage within the United States. This course begins in seventh grade, meeting on alternate days, and will continue every day in German I-B in eighth grade. German I-A/I-B is a two-year course. Beginning with students who are seventh graders in 2006-2007, students who want to take German I in middle school must begin in seventh grade.

Prerequisites: None

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Greetings, farewells, courtesies	Articles	Geography
Alphabet	Plurals	German names
Numbers	Pronunciation	Formal vs. informal forms of address, including titles
Family	Present tense verbs/modal verbs	Everyday culture
Time	Basic word order	German influence on English and America
Leisure time		
Calendar		
Descriptors		
Likes and dislikes		
Interrogatives		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Deutsch Aktuell 1 (2005), EMC/Paradigm

GERMAN I-B

German I-B

8

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German-speaking countries and explore the rich German heritage within the United States. This course meets daily and is a continuation of the German I-A course begun in seventh grade. German I-A/I-B is a two-year course. Beginning with students who are seventh graders in 2006-2007, students who want to take German I in middle school must begin in seventh grade.

Prerequisites: German I-A

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
School	Articles	Geography
Time	Plurals	School system
Weather	Cases (nominative and accusative)	Formal vs. informal forms of address, including titles
Food	Pronunciation	Everyday culture
Clothing	Present tense verbs/modal verbs	German influence on English and America
Colors	Basic word order	
Descriptors		
Interrogatives		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Deutsch Aktuell 1 (2005), EMC/Paradigm

GERMAN I

German I

8

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German-speaking countries and explore the rich German heritage within the United States. The outcomes of this course are the same as the two-year German I-A/I-B course that begins in seventh grade; however, because this eighth grade course is taught in just one school year, some content will be condensed. This stand-alone eighth grade course will not be offered after the 2006-2007 school year.

Prerequisites: None

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Greetings, farewells, courtesies	Articles	Geography
Alphabet	Plurals	School system
Numbers	Cases (nominative and accusative)	German names
Family	Pronunciation	Formal vs. informal forms of address, including titles
School	Present tense verbs/modal verbs	Everyday culture
Time	Basic word order	German influence on English and America
Leisure time		
Calendar		
Weather		
Food		
Clothing		
Colors		
Descriptors		
Likes and Dislikes		
Interrogatives		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Deutsch Aktuell 1 (2005), EMC/Paradigm

GERMAN I

German I

9-12

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German-speaking countries and explore the rich German heritage within the United States.

Prerequisites: None

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Greetings, farewells, courtesies	Articles	Geography
Alphabet	Plurals	School system
Numbers	Cases (nominative and accusative)	German names
Family	Pronunciation	Formal vs. informal forms of address, including titles
School	Present tense verbs/modal verbs	Everyday culture
Time	Basic word order	German influence on English and America
Leisure time		
Calendar		
Weather		
Food		
Clothing		
Colors		
Descriptors		
Likes and Dislikes		
Interrogatives		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Deutsch Aktuell 1 (2005), EMC/Paradigm

GERMAN II

German II

9-12

Year

Course Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in German.

Prerequisites: German I or the equivalent.

Outcome 1

Comprehend and respond appropriately to spoken and written language within familiar contexts.

Outcome 2

Demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Identify and model cultural perspectives and practices in the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate and transfer this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will narrate a sequence of events using appropriate structures.
- Students will respond appropriately to oral and/or written prompts.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.

Vocabulary	Structures	Culture
Time expressions	Verbs (present perfect, future)	Geography
Food	Commands	Housing
Leisure time	Dative case	Everyday culture
Descriptors	Comparative and superlative	Customs and holidays
Direction and location	Prepositions (accusative and dative)	Travel and transportation
Shopping	Word order	
Body parts		
Rooms of the house		
Furniture		
Animals		
Ordinal numbers		
Means of transportation		
Travel		

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Deutsch Aktuell 1 (2005), EMC/Paradigm

HONORS GERMAN II

Honors German II

9-12

Year

Course Description: Student will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in German. Additional grammar, readings, writings and enhancement activities differentiate this course from German II. Students will be expected to use higher level thinking skills.

Prerequisites: German I or the equivalent.

Outcome 1

Comprehend and respond with an appropriate level of spontaneity to spoken and written language within familiar contexts.

Outcome 2

Using extended vocabulary, demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Model and interpret cultural perspectives and practices of the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate. Transfer this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement with a developing level of spontaneity and fluency.
- Students will narrate a sequence of events using appropriate structures with relative ease.
- Students will respond appropriately to oral and/or written prompts with a developing level of spontaneity and fluency.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.
- Students will initiate conversation using extended vocabulary.
- Students will begin to use circumlocution as needed in communication.

Vocabulary	Structures	Culture
Time expressions	Verbs (present perfect, future)	Geography
Food	Commands	Housing
Leisure time	Dative case	Everyday culture
Descriptors	Prepositions (accusative, dative, two-way)	Customs and holidays
Direction and location	Comparative and superlative	Travel and transportation
Shopping	Word order (main and dependent clauses)	
Body parts	Adjective endings (recognition)	
Rooms of the house	Reflexives	
Furniture		
Animals		
Ordinal numbers		
Means of transportation		
Travel		

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Deutsch Aktuell 1 (2005), EMC/Paradigm

Deutsch Aktuell 2 (2005), EMC/Paradigm

GERMAN III

German III

10-12

Year

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Germany. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences.

Prerequisites: German II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length and complexity that integrate various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations demonstrating an understanding of cultural and social conventions.

Outcome 3

With teacher guidance, interpret the main idea and significant details from various sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will derive meaning from selected authentic materials.
- Students will interact in basic survival situations.
- Students will support opinions orally and in writing.
- Students will respond appropriately to more complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of tenses to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will initiate conversation and/or narrate using appropriate vocabulary and structure.

Vocabulary	Structures	Culture
Leisure activities and places to go	Reflexive verbs	Geography (cities and sites)
Occupations and careers	Dative verbs	Music
Restaurant	Word order (main and dependent clauses)	Youth culture
Giving directions	Coordinating conjunctions	Everyday culture
Nationalities, countries and languages	Subordinating conjunctions (weil/dass)	Customs and holidays
	Past tense (narrative)	German businesses
		Restaurant etiquette
		Travel

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Deutsch Aktuell 2 (2005), EMC/Paradigm

HONORS GERMAN III

Honors German III

10-12

Year

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Germany. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences. Additional grammar, readings, writings and enhancement activities differentiate this course from German III. Students will be expected to use higher level thinking skills.

Prerequisites: Honors German II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length, complexity and spontaneity, integrating various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations, applying appropriate social conventions with an appropriate degree of fluency.

Outcome 3

With minimal teacher guidance, interpret the main idea and significant details from authentic sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will interpret and react to selected authentic materials.
- Students will interact in survival situations with greater fluency and spontaneity.
- Students will support opinions orally and in writing with fewer prompts and increasing proficiency.
- Students will respond appropriately to complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of structures to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will practice narration skills prompted by visual cues.

Vocabulary	Structures	Culture
Leisure activities and places to go	Past tense (narrative past)	Geography (cities and sites)
Occupations and careers	Reflexive verbs	Music
Restaurant	Dative verbs	Youth culture
Giving directions	Adjective endings	Everyday culture
Nationalities, countries and languages	Word order (main and dependent clauses)	Customs and holidays
Daily routines	Prepositions (two-way)	German businesses
Illnesses	Subjunctive (würde, hätte, wäre)	Restaurant etiquette
	Coordinating conjunctions	Travel
	Subordinating conjunctions (weil/dass)	
	Past tense with modals	
	Genitive case	
	Demonstrative pronouns	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Deutsch Aktuell 2 (2005), EMC/Paradigm

GERMAN IV

German IV

11-12

Year

Course Description: Students will continue developing reading, writing, speaking and listening skills. Students will be able to communicate with greater fluency and spontaneity. A variety of cultural themes will be explored.

Prerequisites: German III or the equivalent.

Outcome 1

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts.

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

With appropriate guidance, interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will describe a problem and request clarification with prompts.
- Students will practice using a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will respond to speech of native speakers who are not accustomed to communicating with non-native speakers.
- Students will express individual perspectives and defend opinions.
- Students will initiate, sustain, and conclude conversations on a limited range of topics.
- Students will give a description orally and/or in writing in paragraph form.
- Students will present prepared material to an audience.
- Students will interact in survival situations with greater fluency and spontaneity.
- Students will recognize the contributions of the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a growing command of vocabulary and structure.

Vocabulary	Structures	Culture
Family in the culture	Infinitive constructions	Geography
Leisure time	Subjunctive for wishes and requests	Everyday culture
Music	Adjective endings	University system
Fairy tales	Subordinating conjunctions (complete list)	Music
Media	Prepositions (two-way)	
Environment		
Social situations		

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)
Oral response to a given prompt (Outcome 1)

Primary Text

Deutsch Aktuell 2 (2005), EMC/Paradigm

HONORS GERMAN IV

Honors German IV

11-12

Year

Course Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Students will be able to communicate with greater proficiency. A variety of cultural themes will be explored. Additional grammar, readings, writings and enhancement activities differentiate this course from German IV. Students will be expected to use higher level thinking skills.

Prerequisites: Honors German III or the equivalent.

Outcome 1

With an appropriate level of spontaneity, integrate expanded vocabulary with previously learned and new linguistic and cultural concepts in complex situations..

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

With an appropriate level of independence, interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will use a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will begin to interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will express individual perspectives and defend opinions with expanded vocabulary and more complex grammatical structures.
- Students will initiate, sustain, and conclude conversations on a wide variety of topics.
- Students will give a description orally and/or in writing using complex, detailed paragraphs.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interact in survival situations with greater proficiency.
- Students will integrate culturally embedded words, phrases, and idioms into everyday communication.
- Students will investigate the contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
Multicultural society	Relative pronouns	Geography
History	Indefinite pronouns	Everyday culture
Family in the culture	Infinitive constructions	University system
Leisure time	Subjunctive for wishes and requests, including modals	Biographies
Music	Subordinating conjunctions	Music
Fairy tales		Art
Media		
Environment		

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)

Oral response to a given prompt (Outcome 1)

Primary Text

Deutsch Aktuell 3 (2005), EMC/Paradigm

ADVANCED PLACEMENT® GERMAN LANGUAGE

Advanced Placement® German Language

12

Year

Course Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in German, and students are expected to speak in German at all times. Completion of this course will prepare students to take the national Advanced Placement® German Language exam.

Prerequisites: Honors German IV or the equivalent.

Outcome 1

Using appropriate cultural practices and language structure, initiate, sustain and conclude conversations on a wide variety of topics.

Outcome 2

Express and defend personal feelings, ideas and opinions with an appropriate level of spontaneity.

Outcome 3

Interpret and analyze the main idea and significant details from authentic sources and literary samples.

Outcome 4

Using evidence from authentic sources, analyze the similarities and differences between the target culture and the student's own culture.

Outcome 5

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts in complex situations.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will respond appropriately to mood and implied meaning (e.g., sarcasm, humor, irony) of written communication.
- Students will analyze information based on complex oral and/or written descriptors with accuracy and fluency.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will initiate, sustain, and conclude conversations on a wide variety of topics.
- Students will give a description orally and/or in writing using complex, detailed paragraphs.

- Students will integrate culturally embedded words, phrases, and idioms into everyday communication.
- Students will analyze contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
Germany in today's world (current events, politics, business, society)	Passive	Famous German speaking people (authors, artists, composers, inventors)
German contributions throughout history	Subjunctive II for conditional clauses	Youth culture
History and culture through literature	Subjunctive I (recognition only)	Cultural events
		Politics
		Business

Assessments

Oral conversation or presentation focusing on culture (Outcomes 1, 4, 5)
 Previously released AP exam (Outcomes 2, 3, 5)

Primary Text

Anders gedacht (2005), Houghton Mifflin

JAPANESE I

Japanese I

9-12

Year

Course Description: This course will be a thorough introduction to Japanese. Students will be introduced to the polite or formal speech patterns. The students will also learn the basics of reading and writing in hiragana, cursive alphabet, and katakana, printed alphabet. There will be a balanced emphasis on speaking, listening to, and writing Japanese. Topics covered will include daily situations, describing yourself and others, likes and dislikes, weather, time, days of the week and month, things that people do, and making requests. There will be presentations about the unique aspects of Japanese culture, geography, and perspectives on everyday life.

Prerequisites: None.

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Meeting and greeting people	Polite forms of verbs	Bowing
Family life and heritage	Express likes and dislikes	Levels of politeness
Colors	Express needs and wants	Humble versus honorific words
Numbers	Ask and answer questions	Entertainment
Dates, days of week, months and year	Communicate about school life and activities	Daily personal and family routines
Foods	Communicate about leisure activities	Holidays and celebrations
Money	Tell time	Arts and drama
	Classroom instruction	
	Describe weather, seasons and climates	
	Make and respond to invitations	
	Follow directions	
	Write and read hiragana and katakana	
	Use possessive and demonstrative adjectives	
	Prepositions	

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Adventures in Japanese, Level 1 (2004), Cheng & Tsui

JAPANESE II

Japanese II

10-12

Year

Course Description: Japanese II is a continuation of the language skills acquisition process begun in Japanese I. New grammar concepts and active vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through oral exercises and small group practice. Writing skills are improved through written exercises and directed compositions. Students will learn to write using Kanji. Several short passages provide reading practice. The study of the unique aspects of the Japanese culture that was begun in Japanese I will be continued.

Prerequisites: Japanese I or the equivalent.

Outcome 1

Comprehend and respond appropriately to spoken and written language within familiar contexts.

Outcome 2

Demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Identify and model cultural perspectives and practices in the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate and transfer this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will narrate a sequence of events using appropriate structures.
- Students will respond appropriately to oral and/or written prompts.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.

Vocabulary	Structures	Culture
School life, subjects and schedules	Plain form verbs, past and non-past verbs	Traditional Japanese hobbies and leisure activities
Extracurricular activities	Pronouns	Traditional Japanese clothing
Daily routines	Comparisons and superlatives	Family relationships
The body and health	Quoting and stating opinion	Celebrations
Clothing, kinds of stores	Verb stems	Japanese arts
Health and ailments	-Te form verb uses	Traditional Japanese cuisine
Hobbies and leisure time activities	Interrogatives	
	Write and read 100 Kanji	
	Describe abilities using the potential form of verbs	
	Nominalizing verbs	
	Particles	

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Adventures in Japanese, Level 2 (2004), Cheng & Tsui

JAPANESE III

Japanese III

11-12

Year

Course Description: This course will focus on developing the student's proficiency in speaking, reading, and writing Japanese in the context of Japan's culture, history, and people. In order to enhance their understanding of Japanese, students must be able to read and write hiragana and katakana. There will be a balance with speaking and listening. Students will expand their use of kanji.

Prerequisites: Japanese II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length and complexity that integrate various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations demonstrating an understanding of cultural and social conventions.

Outcome 3

With teacher guidance, interpret the main idea and significant details from various sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will derive meaning from selected authentic materials.
- Students will interact in basic survival situations.
- Students will support opinions orally and in writing.
- Students will respond appropriately to more complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of tenses to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will initiate conversation and/or narrate using appropriate vocabulary and structure.

Vocabulary	Structures	Culture
Personality traits	Condition verbs	Martial arts
Friendships and relationships	Temporal clauses	Japanese arts
Extracurricular activities	Present and past progressive	Poetry
Home	Adjective inflections	Japanese cuisine
Travel	Making verbal clauses	Past and present civilizations
Cars and traffic	Commands	Media
	Creating adverbs	Rural and urban lifestyle
	Giving and receiving	
	240 Kanji	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Adventures in Japanese, Level 3 (2004), Cheng & Tsui

JAPANESE IV

Japanese IV

12

Year

Course Description: This course focuses on proficiency in speaking, reading, listening, and writing Japanese in the context of Japan's culture, history, and people. Students will refine their kanji reading and writing skills. Speaking and listening are emphasized. Readings will include short news articles and simple stories. Students will have an extended opportunity to strengthen individual areas of their language abilities with independent projects.

Prerequisites: Japanese III or the equivalent.

Outcome 1

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts.

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

With appropriate guidance, interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will describe a problem and request clarification with prompts.
- Students will practice using a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will respond to speech of native speakers who are not used to communicating with non-native speakers.
- Students will express individual perspectives and defend opinions.
- Students will initiate, sustain, and conclude conversations on a limited range of topics.
- Students will give a description orally and/or in writing in paragraph form.
- Students will present prepared material to an audience.
- Students will interact in survival situations with greater fluency and spontaneity.
- Students will recognize the contributions of the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a growing command of vocabulary and structure.

Vocabulary	Structures	Culture
Japanese religious practices	Transitive and intransitive verbs	Japanese rites of passage
Survival vocabulary	400 Kanji	Japanese lifestyles
Careers and vocations	Imperatives and prohibitives	Japanese traditional and evolving gender roles
Geography	Honorific speech	Japanese art forms
Current events and issues		
Historical figures		

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)

Oral response to a given prompt (Outcome 1)

Primary Text

Adventures in Japanese, Level 4 (2004), Cheng & Tsui

LATIN I

Latin I

9-12

Year

Course Description: Latin I provides an introduction to the Latin language with emphasis on acquiring a vocabulary foundation, strengthening basic grammatical skills and learning Classical Latin reading skills. Students will begin a literature study focusing on Roman and/or Greek epic poetry. Roman history and culture and Roman and Greek mythology will provide an understanding of the historical and contemporary influences of the Ancient Roman world.

Prerequisites: None.

Outcome 1

Comprehend the Latin language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental Roman cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Latin in use	Adjectives: Declensions I – III	Ancient world geography
Specialty vocabulary designed to further speaking skills and communications	Adverbs: Positive form and specialties vocabulary	Ancient Roman world history (fundamental terminology associated with founding to fall, including Trojan War story)
	Conjunctions	Ancient Greek and Roman mythology
	Nouns: Declensions I – III	Ancient Roman culture (fundamental to basic life and contributions to modern world)
	All case usage and specialty prepositional vocabulary and forms	
	Pronouns: Personal and interrogatives	
	Verb Forms: Conjunctions I-IV, all six tenses of the indicative, active voice,	
	Imperative, infinitives, and the irregular verb forms of <i>sum</i> et al.	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Ecce Romani I (2005), Pearson/Prentice Hall

LATIN II

Latin II

10-12

Year

Course Description: Latin II is a continuation of the language acquisition process begun in the preceding Latin course. New grammar concepts and active and passive vocabulary advance the students' ability to comprehend Latin manuscripts and further communication skills using Latin. Students will continue literature studies emphasizing primary historical sources in translation. Roman historical and cultural studies will focus primarily upon the legacy of Julius Caesar and the Roman Republic.

Prerequisites: Latin I.

Outcome 1

Comprehend and respond appropriately to spoken and written language within familiar contexts.

Outcome 2

Demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Identify and model cultural perspectives and practices in the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate and transfer this knowledge to the language acquisition process. (Program Outcomes 1, 3)

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will narrate a sequence of events using appropriate structures.
- Students will respond appropriately to oral and/or written prompts.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.

Vocabulary	Structures	Culture
Latin in use	Adjectives: Declensions I – III; positive, comparative, superlative forms, et al.	Ancient Roman world geography
Conversational and dialogue vocabulary	Adverbs: Formation from Declensions I – III; positive, comparative, superlative forms.	Prominent ancient Roman historical figures and events
	Nouns: Declensions I – V; irregular forms; specialty case markers and structures;	Roman law, government, military and culture
	Pronouns: Relative, interrogative, personal, reflexive, demonstratives, and agreement	Ancient Greek and Roman mythology focusing on the demigods and mortals
	Verbs: Conjugations I – IV; six tenses indicative and subjunctive moods, active and passive voices, positive and negative command forms, all infinitive forms; irregular verb forms.	Ancient Greek and Roman theater

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Ecce Romani II (2005), Pearson/Prentice Hall

LATIN III

Latin III

11-12

Year

Course Description: Latin III explores the development of both prose and poetry, emphasizing the authors Cicero, Caesar and Catullus, with authentic reading selections chosen for their diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Ancient Greek and Roman art.

Prerequisites: Latin II.

Outcome 1

Comprehend and produce written communications of greater length and complexity that integrate various linguistic patterns of the Latin language.

Outcome 2

Interact in everyday situations demonstrating an understanding of cultural and social conventions.

Outcome 3

Interpret the main idea and significant details from various sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will derive meaning from selected authentic materials.
- Students will interact in basic survival situations.
- Students will support opinions orally and in writing.
- Students will respond appropriately to more complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of tenses to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will initiate conversation and/or narrate using appropriate vocabulary and structure

Vocabulary	Structures	Culture
Latin in use	Adverbs: Positive, comparative, superlative forms of irregular forms	Ancient Roman prominent historical figures and events isolating the Republic and Early Empire
Expansive specialty vocabulary featured in literary pieces	Nouns: Progression into specialty case forms and anomalies	Ancient Greek and Roman philosophers and philosophies, including logical and analytical reasoning terminology
Written composition specialty vocabulary	Pronouns: All	Ancient Roman lifestyles and relationships to world affairs, historical and modern
	Verbs: All forms indicative, subjunctive moods, voices, and imperatives plus irregular forms	
	Irregular syntax forms and conditions	
Literary Forms and Devices		
Prose and poetry devices		
Prose and poetry literary models in Latin as well as in English		
Comparisons and contrasts in literary structures and styles: Ancient and modern		

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Ecce Romani III (2005), Pearson/Prentice Hall

A Song of War: Readings from Vergil's Aeneid (2004), Pearson/Prentice Hall

ADVANCED PLACEMENT[®] LATIN LITERATURE

Advanced Placement[®] Latin Literature

12

Year

Course Description: The final level of the Latin sequence involves intense study, analysis and translation of ancient documents of four major authors: Catullus, Horace, Ovid and Vergil. Since mythology is a common thematic ground for several of these authors, exploration into the progression of the myths, religion and heroes will be essential. A high degree of reading proficiency and vocabulary assimilation at this level allows for a myriad of topographical, historical and cultural studies. Completion of this course will prepare students to take the national Advanced Placement[®] Latin Literature exam.

Prerequisites: Latin III.

Outcome 1

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts.

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

Interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will respond appropriately to mood and implied meaning (e.g., sarcasm, humor, irony) of written communication.
- Students will analyze information based on complex oral and/or written descriptors with accuracy and fluency.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will initiate, sustain and conclude conversations on a wide variety of topics.
- Students will describe orally and/or in writing using complex, detailed paragraphs.
- Students will integrate culturally embedded words, phrases and idioms into everyday communication.
- Students will analyze contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
Latin in use	Grammatical forms and syntax peculiar to each ancient author's literary works.	Mythological studies appropriate to the content of individual ancient authors' literary works, Latin and English
Specialty vocabulary appropriate to each ancient author's literary work	Word placement and syntax variations between ancient author's literary works	Historical references as appropriate to the content of individual ancient authors' literary works, Latin and English
	Constant review of previous forms and structure	Prominent historical figures and events as appropriate to the content of individual ancient authors' literary works, Latin and English
Literary Forms and Devices		
Metrical scanning		
Literary devices and variations as appropriate to each ancient author's style		
Comparative literature: Ancient to all world: Latin and English		
Primary and secondary research and applications		
Analytical composition forms and development of argument: Essay and composition form and structure		

Assessments

Oral conversation or presentation focusing on culture (Outcomes 1, 4, 5)
 Previously released AP exam (Outcomes 2, 3, 5)

Primary Text

Love and Transformation: An Ovid Reader (1999), Longman
 The Student's Catullus, 3rd ed. (2004), University of Oklahoma Press

SPANISH I-A

Spanish I-A

7

Year

Course Description: In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required. This course begins in seventh grade, meeting on alternate days, and will continue every day in Spanish I-B in eighth grade. Spanish I-A/I-B is a two-year course. Beginning with students who are seventh graders in 2006-2007, students who want to take Spanish I in middle school must begin in seventh grade.

Prerequisites: None.

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Meeting and greeting	Substitute future	Education
Expressing likes and dislikes	Possessions	Holidays
Asking and answering questions	Articles (definite and indefinite)	Geography
School life and activities	Pronunciation and intonation	Friendships
Leisure activities	Adjective agreement and placement	
Expressing needs	Word order	
Numbers	Cognates and false cognates	
Telling time and date	Subject pronouns	
Classroom instructions	Negation	
Making plans	Plurality	
Alphabet	Present tense verbs	
Weather and seasons	Commands	

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Realidades 1 (2004), Pearson/Prentice Hall

SPANISH I-B

Spanish I-B

8

Year

Course Description: In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required. This course meets daily and is a continuation of the Spanish I-A course begun in seventh grade. Spanish I-A/I-B is a two-year course. Beginning with students who are seventh graders in 2006-2007, students who want to take Spanish I in middle school must begin in seventh grade.

Prerequisites: Spanish I-A.

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Asking and answering questions	Substitute future	Family life and heritage
Family	Possessions	Entertainment
Vacation activities	Introduction to preterite verbs	Money
Clothing	Object pronouns	Holidays
Expressing needs	Personal “a”	Meals
Food	Comparisons and superlatives	Shopping, gift giving
Making plans	Commands	Travel
	Stem changers	Volunteer work
	Progressive tense	Technology
	Saber and conocer	
	Ser and estar	

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Realidades 1 (2004), Pearson/Prentice Hall

SPANISH I (8)

Spanish I

8

Year

Course Description: In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required. The outcomes of this course are the same as the two-year Spanish I-A/I-B course that begins in seventh grade; however, because this eighth grade course is taught in just one school year, some content will be condensed. This stand-alone eighth grade course will not be offered after the 2006-2007 school year.

Prerequisites: None.

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Meeting and greeting	Substitute future	Family life and heritage
Expressing likes and dislikes	Possessions	Entertainment
Asking and answering questions	Demonstrative adjectives	Education
Family	Introduction to preterite verbs	Money
School life and activities	Articles (definite and indefinite)	Holidays
Leisure activities	Pronunciation and intonation	Geography
Vacation activities	Adjective agreement and placement	Meals
Clothing and colors	Word order	Friendships
Expressing needs	Cognates and false cognates	Shopping, gift giving
Numbers	Subject and object pronouns	Travel
Telling time and date	Personal “a”	Volunteer work
Classroom instructions	Negation	Technology
Food	Plurality	
Making plans	Present tense verbs	
Alphabet	Comparisons and superlatives	
Weather and seasons	Commands	
	Stem changers	
	Progressive tense	
	Saber and conocer	
	Ser and estar	

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Realidades 1 (2004), Pearson/Prentice Hall

SPANISH I

Spanish I

9-12

Year

Course Description: In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required.

Prerequisites: None.

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Meeting and greeting	Substitute future	Family life and heritage
Expressing likes and dislikes	Possessions	Entertainment
Asking and answering questions	Demonstrative adjectives	Education
Family	Introduction to preterite verbs	Money
School life and activities	Articles (definite and indefinite)	Holidays
Leisure activities	Pronunciation and intonation	Geography
Vacation activities	Adjective agreement and placement	Meals
Clothing and colors	Word order	Friendships
Expressing needs	Cognates and false cognates	Shopping, gift giving
Numbers	Subject and object pronouns	Travel
Telling time and date	Personal “a”	Volunteer work
Classroom instructions	Negation	Technology
Food	Plurality	
Making plans	Present tense verbs	
Alphabet	Comparisons and superlatives	
Weather and seasons	Commands	
	Stem changers	
	Progressive tense	
	Saber and conocer	
	Ser and estar	

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Realidades 1 (2004), Pearson/Prentice Hall

SPANISH II

Spanish II

9-12

Year

Course Description: Spanish II is a continuation of the language acquisition process begun in Spanish I. New grammatical concepts and vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through guided oral conversation and in-class activities. Writing skills are improved through written exercises and directed compositions. Cultural topics and reading practice will also be integrated. Additional practice and review will be required.

Prerequisites: Spanish I or the equivalent.

Outcome 1

Comprehend and respond appropriately to spoken and written language within familiar contexts.

Outcome 2

Demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Identify and model cultural perspectives and practices in the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate and transfer this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will narrate a sequence of events using appropriate structures.
- Students will respond appropriately to oral and/or written prompts.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.

Vocabulary	Structures	Culture
School life	Present tense verbs	Holidays and celebrations
Daily routines	Preterite tense verbs	Geography
Clothing and shopping	Imperfect tense verbs	Food
Childhood activities	Compare and contrast preterite and imperfect tenses	Childhood rhymes and songs
Giving and asking directions	Reflexive structures	
Body and health	Direct and indirect object pronouns	
Food and cooking	Demonstrative adjectives and pronouns	
Chores and errands	Comparative and superlative forms	
Places in a city or town	Present progressive	
Driving, travel and transportation	Affirmative and negative words	
Emergencies and health	Suffixes (ito, isimo)	
Injuries and accidents	Ser and estar	
Television and movies	Stem changing verbs	
Food, cooking, camping	Commands	
Professions	Imperfect progressive	
Environment and ecology	Present perfect	
	Verbs that use indirect object pronouns	
	Impersonal se	
	Por	
	Subjunctive	
	Indicative and subjunctive	

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Realidades 2 (2004), Pearson/Prentice Hall

HONORS SPANISH II

Honors Spanish II

9-12

Year

Course Description: Honors Spanish II is a continuation of the language acquisition process begun in Spanish I. New grammatical concepts and active vocabulary are introduced. Listening and speaking skills are developed through oral exercises and group discussion. Writing skills are improved through written exercises and directed composition. Cultural concepts and reading practice are integrated through short literary works. Creative thinking and higher level thinking skill activities are emphasized throughout the course. Additional practice and review will be required.

Prerequisites: Spanish I or the equivalent.

Outcome 1

Comprehend and respond appropriately to spoken and written language within familiar contexts.

Outcome 2

Demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Identify and model cultural perspectives and practices in the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate and transfer this knowledge to the language acquisition process.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement with a developing level of spontaneity and fluency.
- Students will narrate a sequence of events using appropriate structures with relative ease.
- Students will respond appropriately to oral and/or written prompts with a developing level of spontaneity and fluency.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.
- Students will initiate conversation using extended vocabulary.
- Students will begin to use circumlocution as needed in communication.

Vocabulary	Structures	Culture
School life	Present tense verbs	Holidays and celebrations
Daily routines	Preterite tense verbs	Geography
Clothing and shopping	Imperfect tense verbs	Food
Childhood activities	Compare and contrast preterite and imperfect tenses	Childhood rhymes and songs
Giving and asking directions	Reflexive structures	Short stories and novels
Body and health	Direct and indirect object pronouns	
Food and cooking	Demonstrative adjectives and pronouns	
Chores and errands	Comparative and superlative forms	
Places in a city or town	Present progressive	
Driving, travel and transportation	Affirmative and negative words	
Emergencies and health	Suffixes (ito, isimo)	
Injuries and accidents	Ser and estar	
Television and movies	Stem changing verbs	
Food, cooking, camping	Commands	
Professions	Imperfect progressive	
Environment and ecology	Present perfect	
	Verbs that use indirect object pronouns	
	Impersonal se	
	Por	
	Subjunctive	
	Indicative and subjunctive	

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Realidades 2 (2004), Pearson/Prentice Hall

SPANISH III

Spanish III

10-12

Year

Course Description: Spanish III is a continuation of the language acquisition process begun in the preceding Spanish courses. Conversations will be initiated and/or narrated by the student using appropriate vocabulary and structure. Students will use a variety of tenses to communicate with growing fluency. Cultural concepts and reading practice are integrated through literary works. Listening, speaking and writing activities emphasize real communication. The majority of the class will be taught in Spanish. Additional practice and review will be required.

Prerequisites: Spanish II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length and complexity that integrate various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations demonstrating an understanding of cultural and social conventions.

Outcome 3

With teacher guidance, interpret the main idea and significant details from various sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will derive meaning from selected authentic materials.
- Students will interact in basic survival situations.
- Students will support opinions orally and in writing.
- Students will respond appropriately to more complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of tenses to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will initiate conversation and/or narrate using appropriate vocabulary and structure.

Vocabulary	Structures	Culture
Survival situations	Present tense	Short stories
Extracurricular activities	Preterite vs. imperfect tenses	Novels
Travel	Reflexives	Geography
Professions	Direct and indirect object pronouns	Art
Art, music, drama	Demonstrative adjectives and pronouns	
Community work, volunteerism	Comparatives and superlatives	
	Prepositions	
	Present and past progressive	
	Present and past participles	
	Relative pronouns	
	Present perfect	
	Past perfect	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Realidades 3 (2004), Pearson/Prentice Hall

HONORS SPANISH III

Honors Spanish III

10-12

Year

Course Description: Honors Spanish III is a continuation of the language acquisition process begun in the preceding Spanish courses. Students will initiate conversation and/or narrate using appropriate vocabulary and structure. Students will use a variety of tenses to communicate with growing fluency. Listening, speaking and writing activities emphasize real communication. Emphasis is placed on improvement of skills in a variety of higher level learning activities and projects. Students in this course will begin preparation for the national College Board Advanced Placement[®] exam. The majority of the class will be taught in Spanish. Additional practice and review will be required.

Prerequisites: Honors Spanish II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length and complexity that integrate various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations demonstrating an understanding of cultural and social conventions.

Outcome 3

With teacher guidance, interpret the main idea and significant details from various sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will interpret and react to selected authentic materials.
- Students will interact in survival situations with greater fluency and spontaneity.
- Students will support opinions orally and in writing with fewer prompts and increasing proficiency.
- Students will respond appropriately to complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of structures to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will practice narration skills prompted by visual cues.

Vocabulary	Structures	Culture
Survival situations	Present tense	Poetry
Extracurricular activities	Preterite vs. imperfect tenses	Short stories
Travel	Reflexives	Novels
Professions	Direct and indirect object pronouns	Geography
Art, music, drama	Demonstrative adjectives and pronouns	Art
Community work, volunteerism	Comparatives and superlatives	
	Prepositions	
	Present progressive tense	
	Past progressive tense	
	Present and past participles	
	Relative pronouns	
	Present perfect	
	Past perfect	
	Future	
	Commands	
	Subjunctive and present perfect subjunctive	
	Ser and estar	
	Por and para	
	Conditional	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Realidades 3 (2004), Pearson/Prentice Hall

SPANISH IV

Spanish IV

11-12

Year

Course Description: Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented through literary works and short stories. There is a greater emphasis in oral communication through discussions and presentations. Major grammatical concepts are reviewed from prior levels. Classes are conducted in Spanish. Additional practice and review will be required.

Prerequisites: Spanish III or the equivalent.

Outcome 1

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts.

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

With appropriate guidance, interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will describe a problem and request clarification with prompts.
- Students will practice using a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will respond to speech of native speakers who are not used to communicating with non-native speakers.
- Students will express individual perspectives and defend opinions.
- Students will initiate, sustain, and conclude conversations on a limited range of topics.
- Students will give a description orally and/or in writing in paragraph form.
- Students will present prepared material to an audience.
- Students will interact in survival situations with greater fluency and spontaneity.
- Students will recognize the contributions of the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a growing command of vocabulary and structure.

Vocabulary	Structures	Culture
Survival situations:	Indicative tenses	Visual and performing arts
• Health	Subjunctive	History
• Travel	Commands	Literature
• Restaurant	Pronouns	Holidays
• Shopping	Adjectives	Customs
• Social situations	Prepositions	Current events in Hispanic countries
		Geography

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)

Oral response to a given prompt (Outcome 1)

Primary Text

Enfoques (2004), Blanco Garcia/Vista Higher Learning

HONORS SPANISH IV

Honors Spanish IV

11-12

Year

Course Description: Honors Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented through literary works and short stories. There is a greater emphasis in oral communication through discussions and presentations. Major grammatical concepts are reviewed from prior levels. Classes are conducted in Spanish. Students in this course will continue preparation for the College Board Advanced Placement® exam. Classes are conducted in Spanish. Additional practice and review will be required.

Prerequisites: Honors Spanish III or the equivalent.

Outcome 1

With an appropriate level of spontaneity, integrate expanded vocabulary with previously learned and new linguistic and cultural concepts in complex situations..

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

With an appropriate level of independence, interpret and analyze the main idea and significant details from a variety of sources and literary samples. (Program Outcomes 1, 2, 3)

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will use a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will begin to interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will express individual perspectives and defend opinions with expanded vocabulary and more complex grammatical structures.
- Students will initiate, sustain, and conclude conversations on a wide variety of topics.
- Students will give a description orally and/or in writing using complex, detailed paragraphs.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interact in survival situations with greater proficiency.
- Students will integrate culturally embedded words, phrases, and idioms into everyday communication.

- Students will investigate the contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
Survival situations:	Indicative tenses	Visual and performing arts
• Health	Subjunctive	History
• Travel	Commands	• Pre-Colombian cultures
• Restaurant	Pronouns	• History of Spain and Mexico
• Shopping	Adjectives	Literature
• Social situations	Prepositions	Holidays
		Customs
		Current events in Hispanic countries
		Geography

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)
 Oral response to a given prompt (Outcome 1)

Primary Text

Realidades 3 (2004), Pearson/Prentice Hall

ADVANCED PLACEMENT[®] SPANISH LANGUAGE

Advanced Placement[®] Spanish Language

12

Year

Course Description: Advanced Placement[®] Spanish Language emphasizes listening, reading, writing, and speaking skills in preparation for the Advanced Placement[®] exam. Readings include current periodicals, short stories, and novels. Grammatical concepts are reviewed. Creative and higher level thinking skills activities are expected. This course will be conducted in Spanish, and students are expected to speak in Spanish at all times. Completion of this course will prepare students to take the national Advanced Placement[®] Spanish Language exam.

Prerequisites: Honors Spanish IV or the equivalent.

Outcome 1

Using appropriate cultural practices and language structure, initiate, sustain and conclude conversations on a wide variety of topics.

Outcome 2

Express and defend personal feelings, ideas and opinions with an appropriate level of spontaneity.

Outcome 3

Interpret and analyze the main idea and significant details from authentic sources and literary samples.

Outcome 4

Using evidence from authentic sources, analyze the similarities and differences between the target culture and the student's own culture.

Outcome 5

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts in complex situations.

Objectives

These objectives are an integral part of all the interconnected course outcomes.

- Students will respond appropriately to mood and implied meaning (e.g., sarcasm, humor, irony) of written communication.
- Students will analyze information based on complex oral and/or written descriptors with accuracy and fluency.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will initiate, sustain, and conclude conversations on a wide variety of topics.

- Students will give a description orally and/or in writing using complex, detailed paragraphs.
- Students will integrate culturally embedded words, phrases, and idioms into everyday communication.
- Students will analyze contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
Current events	Indicative tenses	Current events
History	Subjunctive tenses	History
Reaction papers	Imperatives	Geography
Story-telling	Adjectives	
Survival situations	Pronouns	
	Prepositions	

Assessments

Oral conversation or presentation focusing on culture (Outcomes 1, 4, 5)

Previously released AP exam (Outcomes 2, 3, 5)

Primary Text

Rumbos (2006), Thomsen/Heinle

Perspectivas (2002), Thomsen/Heinle

Projected Timeline for Millard Education Program: World Language

Phase	Task	Year
Phase I	<ul style="list-style-type: none"> • Core committee met. • Staff researched world language trends and issues. • Mission, beliefs and vision statements developed. • Scope and sequence for curriculum alignment created. • Course descriptions, outcomes and objectives developed. • Assessment systems identified. 	2004-2005
Phase II	<ul style="list-style-type: none"> • Instructional resources selected. • Focus group met. • Core committee met. • Essential question and enduring understandings developed. • Framework approved. • Assessments developed. 	2005-2006
Phase II	<ul style="list-style-type: none"> • Curriculum guides created. 	2006-2007
Phase III	<ul style="list-style-type: none"> • Purchase new resources and implement new curriculum. • Provide staff development on instructional strategies and use of new resources. 	2006-2007
Phase IV	<ul style="list-style-type: none"> • Monitor curriculum and collect student and program assessment data. 	2007-2008 2008-2009 2009-2010 2010-2011
Phase I	<ul style="list-style-type: none"> • Core committee meets. • Staff researches world language trends and issues. • Develop mission, beliefs and vision statements. 	2011-2012