

Baltimore County Public Schools

Office of World Languages

Course of Study

July 1, 2009

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Foreword

All children are learners, and the innate drive within them to learn must be constantly encouraged and nurtured, never stifled. To adequately fulfill the right of our students to quality education, the various courses of study in the school system must and will continue to manifest rigorous content and competencies that every student is expected to achieve. In recent years, education in Baltimore County has undergone a seismic shift in certain areas, such as increasing diversity, workforce demands, and emerging technology. The school system is committed to meet those changes as opportunities to further adhere to the highest standards and provide all students the best education possible.

Education is a multi-dimensional process, especially today. Still, the primary goal of education is the preparation of students to become self-sufficient individuals who, while pursuing their own objectives in life, will contribute to the betterment of society. This aim incorporates the ideal that education will enable people to attain personal fulfillment through learning and, at once, adopt responsibilities for others and their total environment. Essentially, education should assist individuals in enriching their lives to the best of their abilities, expanding their horizons and world visions, and fulfilling their roles as citizens. And paramount, education must prepare students to be active "learners" for the entirety of their lives.

Curriculum comprises the framework upon which instruction and learning are founded. Many often choose to view curriculum as the product of a bunch of "what's good for:" what's good for the individual, what's good for the community, what's good for business, what's good for the country, what's good for society and culture, and so on – sometimes forgetting what's good for students. And though input from all of the aforementioned sources is necessary in developing curriculum, educators must ever keep in mind that learning is not the sole possession of schools or the classroom. Accordingly, curriculum should increasingly attend, among other demands, students' need to increase creative and strategic thinking and learning skills. For with such skills, students will continue the learning process far beyond their classroom environment and into their future years.

Dr. Joe A. Hairston
Superintendent

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INTRODUCTION

The Office of World Languages consists of two unique content areas, English for Speakers of Other Languages (ESOL) and World Languages Other Than English (LOTE). ESOL includes ten separate curriculum guides reflective of 14 courses, while LOTE includes 39 separate curriculum guides reflective of 92 courses currently taught in Baltimore County Public Schools. Some curriculum guides correspond to a single course, while others are utilized in multiple related courses. The curricula were not written for a particular grade level, but for the levels of language acquisition: beginning, emerging, developing, and advancing.

The curricula are systematically being revised to reflect local, state, national, and the College Board standards, as well as the goals in the *Blueprint for Progress*. The Chinese I curriculum is a new program for Baltimore County Public Schools. Chinese was introduced to students at Dulaney High School in 2005 through a partnership with Towson University. The curriculum and textbook piloted in that program were chosen by the Towson University instructor in collaboration with the Office of World Languages. As a result of the pilot classes, the Baltimore County Public Schools has written its own curriculum in this language.

The recently written and the revised World Language curricula reflect the fundamental purpose of world language study: to enable students to communicate in a world language in a culturally appropriate way. Research shows that virtually all students can learn a second or a third language in today's interactive world language classroom. Research also shows that world language programs benefit all students. Furthermore, it is increasingly more important for our students to be able to compete in the global community and to be sensitive to other languages and cultures.

Superintendent, Dr. Joe A. Hairston stated, "We are no longer separated by geographic, political, or language barriers. What happens in China, Greece, India, or Nigeria impacts us in Baltimore County, and vice versa. The China Cultural Exchange Program is part of my larger initiative to ensure that our students are internationally aware and competitive." A partnership has been formed between the Baltimore County Public Schools and high schools in Xian Province, China. Students from Dulaney High School and Hereford High School who have studied Chinese have participated in the four month Chinese Language and Cultural Exchange Program. Students from participating high schools in China attend school and live with Baltimore County residents for eight weeks. Later, the Baltimore County host students travel to China and live with the families of their exchange student for eight weeks. Students from both countries establish long-lasting friendships, develop unique insights into a foreign culture, and reinforce communication skills in another language. The benefits of this program extend from the schoolhouse to the community. As the Chinese language program expands to additional schools, students in those schools will be invited to participate in the Chinese Language and Cultural Exchange Program.

Every curriculum guide contains a portion of the world languages scope and sequence that identifies the content and skill indicators students have learned in the previous level or course, those addressed in the current level or course, and those that will be encountered in a subsequent level or course. This is provided so that teachers understand the path of instruction and the place and importance of the current course objectives within the big picture of second language acquisition. Articulated Instruction Modules (A.I.M.) for every level or course provide a lens

through which to view alignment of the written, taught, and assessed curriculum in BCPS with the Maryland Voluntary State Curriculum (VSC) for Foreign Languages and the American Council on the Teaching of Foreign Languages (ACTFL) National Standards which center around five goals: Communication, Cultures, Connections, Comparisons, and Communities. National Standards for Foreign Language Learning in the 21st Century call for programs that produce students who are both linguistically and culturally proficient, who know “how, when, and why, to say what to whom.” The Maryland Voluntary State Curriculum (VSC) is based upon the National Standards. Baltimore County curriculum writers carefully considered each national goal and the Maryland Voluntary State Curriculum (VSC) and included skills and activities to address all goals in every unit.

Every unit in each curriculum guide contains suggested strategies for differentiation of instruction according to learning modalities. In addition, the appendix contains a menu of differentiation strategies from which teachers can choose to both teach or to re-teach the content of any lesson or unit.

Curriculum writers included technology, print, and non-print resources to assist teachers in planning for each unit. Resources for the Spanish I and French I curricula are plentiful and varied, especially given that the textbooks chosen to support them have on-line materials available to teachers, students, and parents. Limited resources are available for the Chinese I curriculum. However, opportunities such as participation in the Chinese Cultural Exchange Program, attendance at national conferences, communication with publishers, and utilization of heritage speakers have provided additional resources which benefit the implementation of Chinese I.

Unit tests, which include selected response and speaking and writing performance tasks to measure assessment limits, have been added to the units. Data from the tests are collected and analyzed in order to revise and improve the assessments.

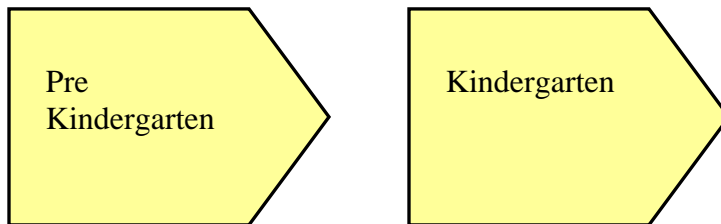
In general, listening, speaking, reading, and writing skills are introduced in the beginning levels of LOTE when students use memorized phrases and vocabulary about familiar topics for communication. Skills are further developed in intermediate levels so that students can create their own language sentences and dialogue using more complex grammatical structures about a wider variety of topics. In advanced levels, students access new content using complex vocabulary and grammatical structures to solve problems and communicate with native speakers in a variety of contexts.

Curriculum guides vary depending on the language being addressed; however, each guide provides the teacher with the framework and resources necessary to plan and implement that particular language program. Every LOTE curriculum is designed to be an integral part of the sequential language program leading to the Advanced Placement Test and proficiency in a second language.

SEQUENCE OF COURSES ELEMENTARY ESOL

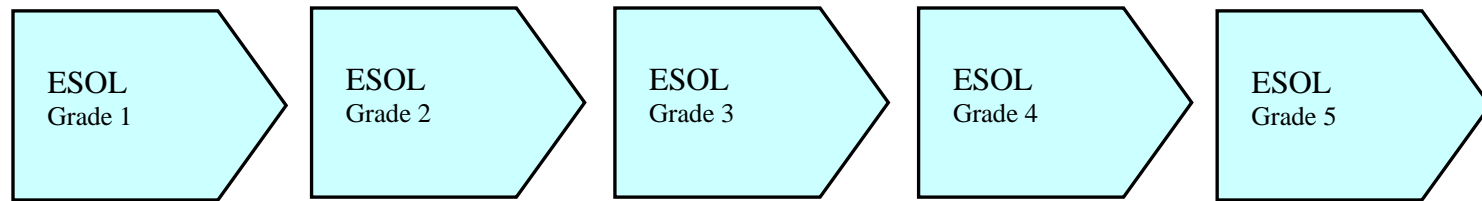
PRE KINDERGARTEN AND KINDERGARTEN ESOL

Pre Kindergarten and Kindergarten ESOL are offered in a pull-out or push-in model. Early childhood learners may receive services on a consultative basis. The curriculum is aligned to Voluntary State Curriculum in Reading and Language Arts and the Voluntary State Curriculum for English Language Proficiency. Students are taught in their neighborhood elementary schools and are fully included in grade level classes.



ELEMENTARY ESOL

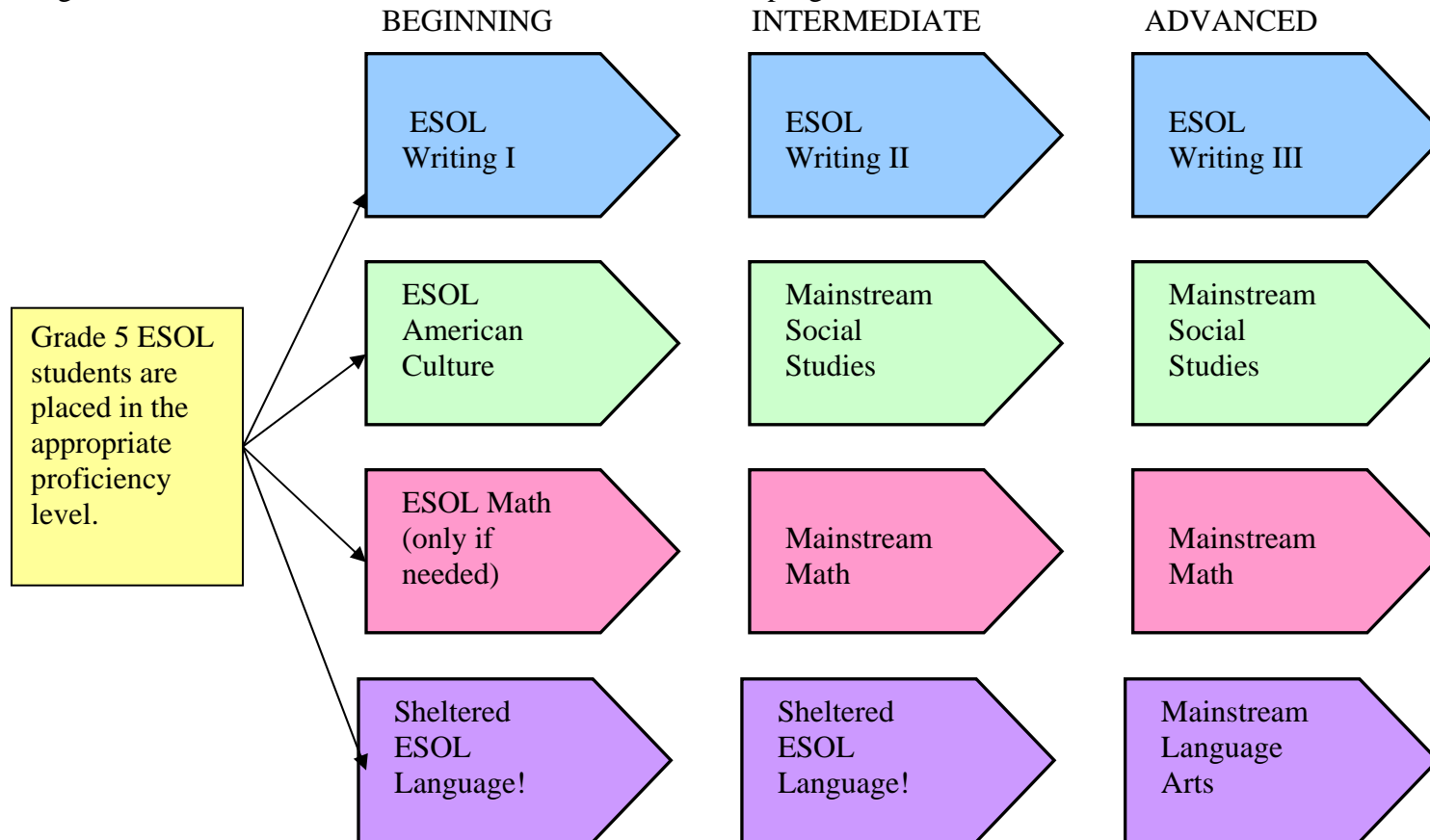
Students are placed in the appropriate grade level class in their zoned elementary school and are pulled out for small group ESOL instruction where they receive instruction in English language from highly qualified ESOL instructors. The ESOL curricula is aligned to the Voluntary State Curriculum in Reading and Language Arts and to the Voluntary State Curriculum for English Language Proficiency.



In elementary school, ESOL services are provided by grade level in multi proficiency level groups.

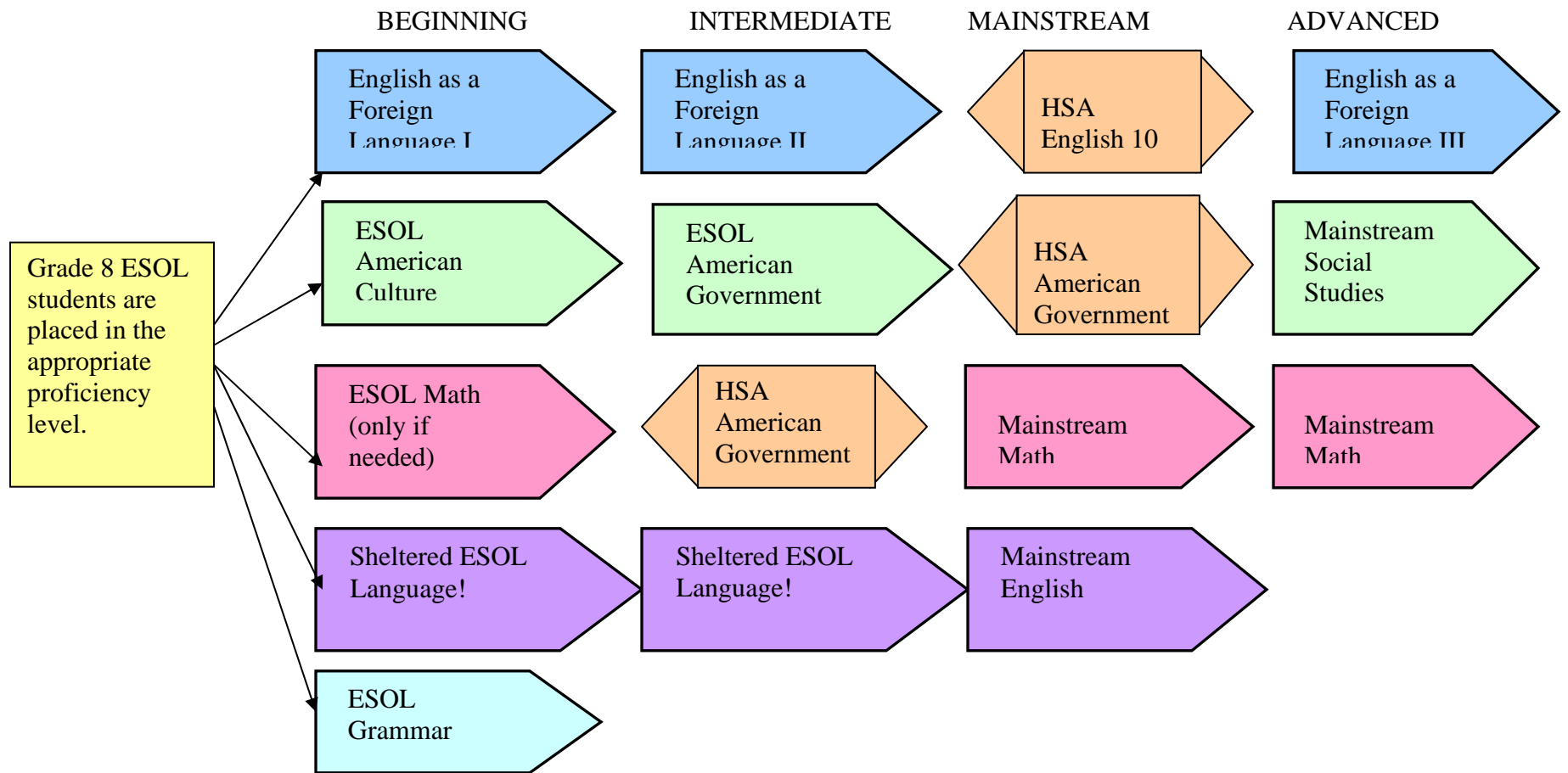
SEQUENCE OF COURSES ESOL GRADES 6-8

Middle School students receive instruction in a combination of mainstream and sheltered ESOL classes in one of four middle school ESOL centers. Students are placed in appropriate courses, based upon proficiency levels as measured by the state mandated LAS Links Test of English Language Proficiency. Courses are designed to provide support and interventions for the required content courses and the Maryland State Assessments. Students may enter ESOL at any proficiency level in middle school. Proficiency levels do not correspond to grade levels. All ESOL courses lead to a full mainstream program.



SEQUENCE OF COURSES ESOL GRADES 9-12

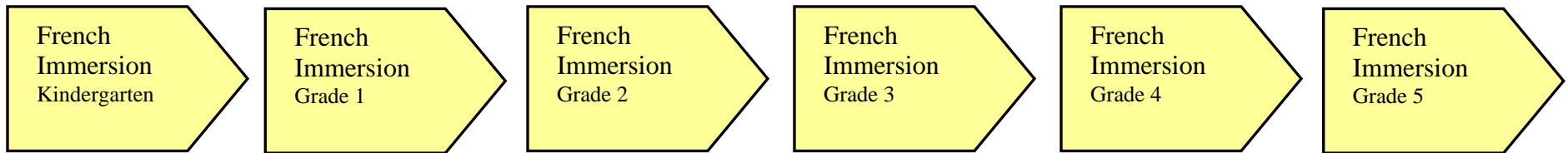
High school ELL students are placed in one of five ESOL centers, according to residency. Students receive instruction in a combination of mainstream content and sheltered ESOL classes based upon proficiency levels as measured by the state mandated LAS Links Test of English Language Proficiency and move to co-taught and full immersion classes. Students may enter ESOL at any proficiency level in high school. Proficiency levels do not correspond to grade levels. All ESOL courses lead to a full mainstream program where ELL students are expected to meet all graduation requirements.



SEQUENCE OF COURSES ELEMENTARY FRENCH

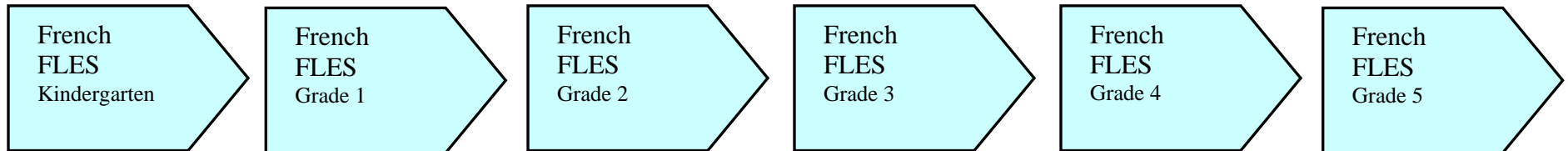
PARTIAL IMMERSION

Elementary students in the French Immersion Magnet Program, grades kindergarten through five at Wellwood International spend one half of each day having content instruction in French. Curriculum supports language arts and reading. Math is taught in French.



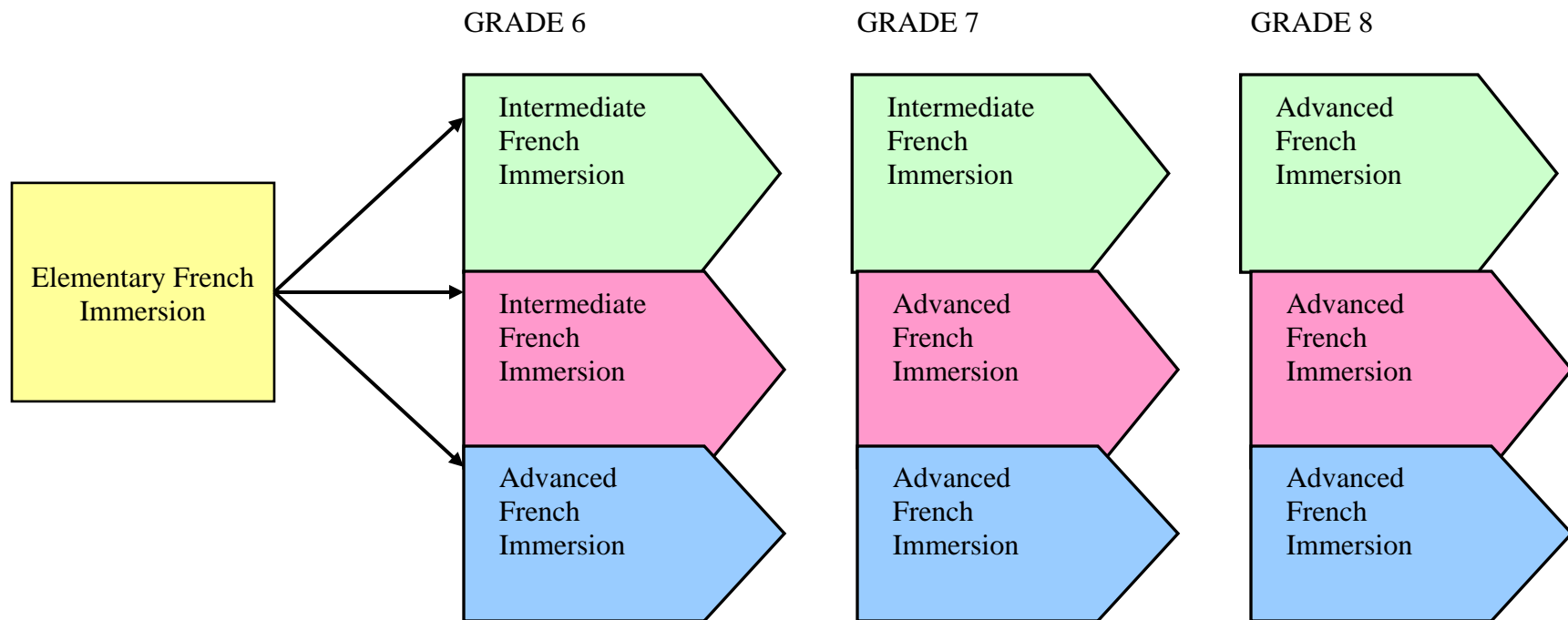
FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL (FLES)

Wellwood International elementary students who are not in the French Immersion Magnet Program receive instruction in French as a world language, leading to a sequential program. In grades 4 and 5, curriculum is designed to support the math curriculum.



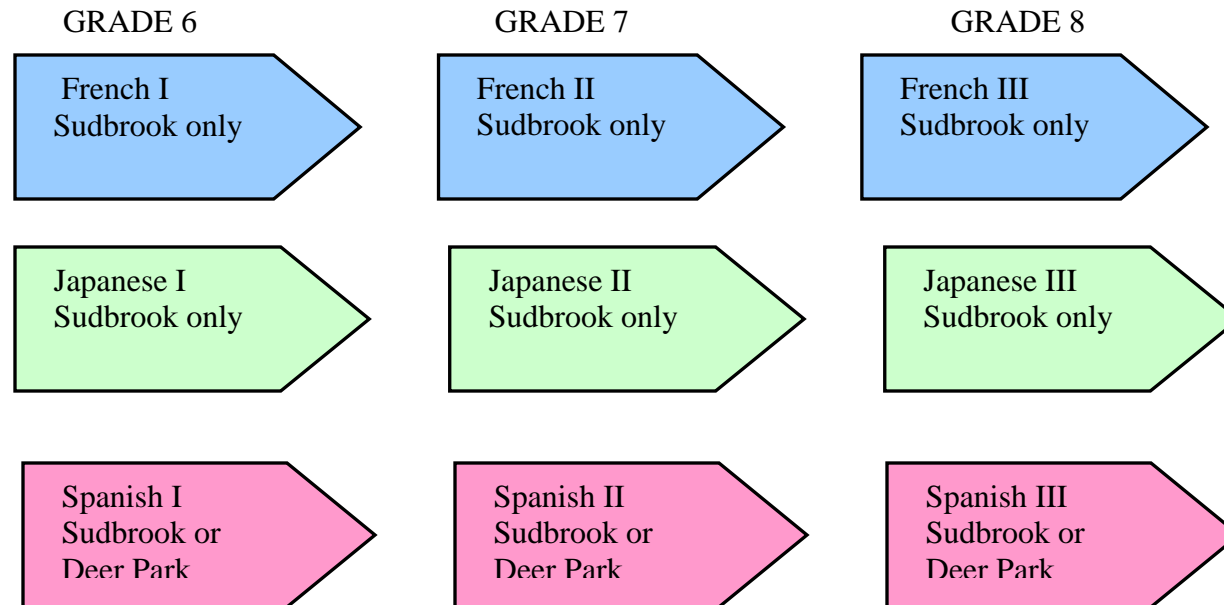
SEQUENCE OF COURSES FRENCH GRADES 6-8

Wellwood International Magnet fifth grade students may apply, through the magnet school application process to Sudbrook Middle Magnet School to continue their study of French. Students are admitted to the French language magnet after a language assessment, and are placed according to their proficiency level. Students receive one high school credit for each successful year of French in middle school.



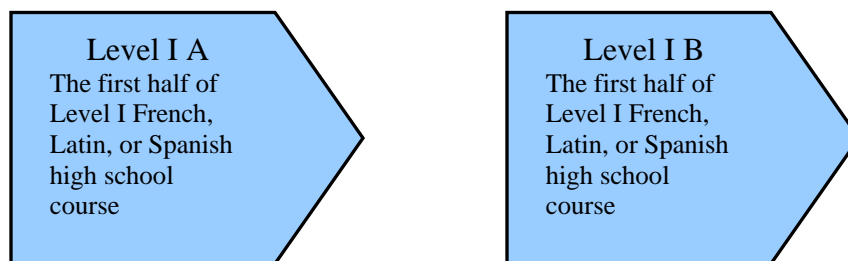
**SEQUENCE OF COURSES
WORLD LANGUAGES PROGRAM
MAGNET GRADES 6-8**

Sudbrook Middle Magnet School and Deer Park Middle Magnet School are the two world language magnet programs in Baltimore County. Students may apply, through the magnet school application process, to attend one of the magnet programs in order to study a world language in an immersion setting. Students receive one high school credit for each successful year of world language study in middle school.

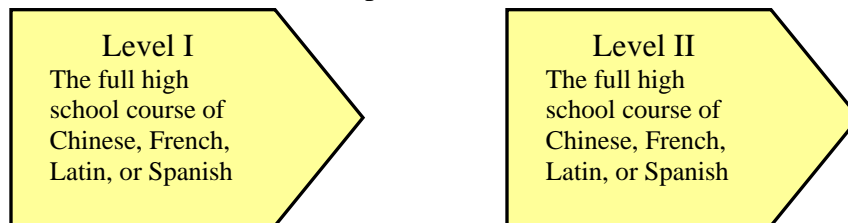


**SEQUENCE OF COURSES
WORLD LANGUAGES PROGRAM
GRADES 7-8**

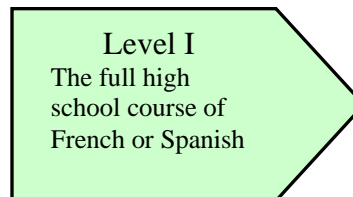
Several middle schools in Baltimore County provide the opportunity for students to study one year of a world language over a period of two years. The first year of world language study is divided into IA and IB. Seventh grade students study IA and finish the course in eighth grade. After the successful completion of both IA and IB, students are awarded one high school credit.



Most middle schools provide students an opportunity to study level I of a world language in grade 7 and level II in grade 8. One high school credit is awarded to the student for successful completion of each level.

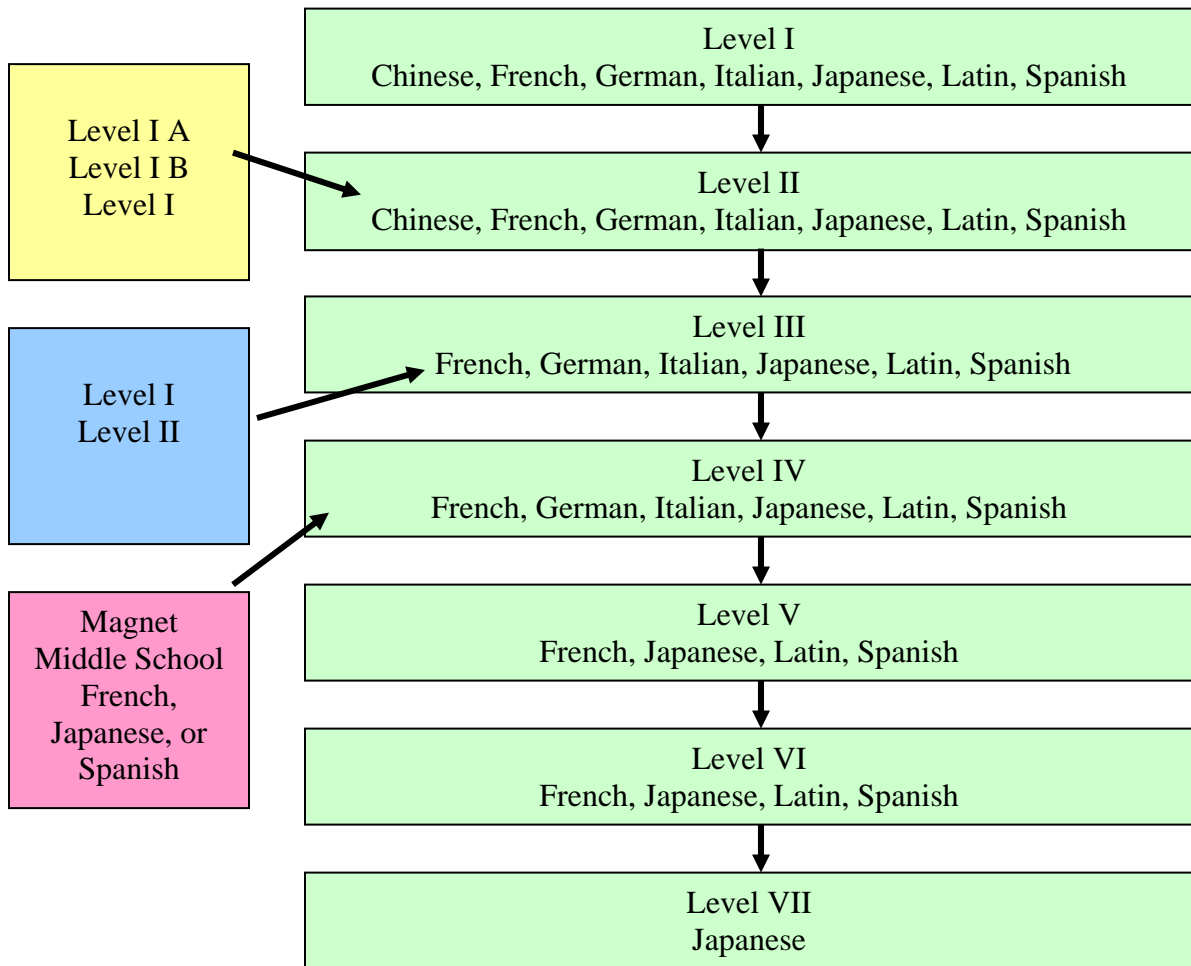


Some middle school students may begin world language study in grade 8. One high school credit is awarded upon successful completion.



**SEQUENCE OF STUDY
WORLD LANGUAGES PROGRAM
GRADES 9-12**

Every comprehensive high school in Baltimore County provides an opportunity for all students to either continue or to begin a study of world languages. While every language is not available in every high school, Chinese, French, German, Italian, Japanese, Latin, and Spanish are currently taught in Baltimore County. All students are encouraged to participate in world language study for the longest possible sequence, leading to earning college credit through participation in the Advanced Placement Program. Advanced Placement courses are currently available in French, Italian, Japanese, Latin, and Spanish.



PRE-KINDERGARTEN AND KINDERGARTEN ESOL

Pre-Kindergarten and Kindergarten ESOL is aligned with *the Maryland English Language Proficiency Standards*. The curriculum is differentiated for pre-kindergarten and kindergarten English Language Learners so that recommended activities and accompanying strategies are cognitively appropriate for each of the grade levels. To facilitate that process, the *Pre-Kindergarten Overview* is included at the beginning of the curriculum guide. This section explicitly identifies lesson components from each unit that are appropriate for pre-kindergarten English Language Learners. Each unit in the guide contains a unit plan, an overview of the unit, and an assessment lesson frame. Resource sheets for lessons and online and supplemental resources from the *Avenues* series are noted as well.

COURSE OBJECTIVES

- O-1 Students will respond to a variety of oral instructions, questions, and prompts.
- O-2 Students will identify and define vocabulary presented orally and in context.
- O-3 Students will respond to information presented orally.
- O-4 Students will participate in conversations and discussions on a variety of topics.
- O-5 Students will identify and differentiate pronunciation and intonation patterns to interpret meaning.
- O-6 Students will state personal information and ideas.
- O-7 Students will discuss academic information with clarity and fluency.
- O-8 Students will use parts of speech correctly to communicate accurately when writing.
- O-9 Students will apply conventions of spoken English when speaking or presenting to an audience or group.
- O-10 Students will ask questions for a variety of purposes.
- O-11 Students will participate in conversations and discussions on a variety of topics.
- O-12 Students will use comprehensible pronunciation and intonation when speaking.
- O-13 Students will recognize the connection between written text and spoken language.
- O-14 Students will recognize and interpret meaning of vocabulary and symbols in print.
- O-15 Students will identify how written English is organized and read.
- O-16 Students will restate ideas from informational and literary texts.
- O-17 Students will select pre-reading and during-reading strategies to use in order to make meaning from text.
- O-18 Students will write to express personal information and ideas.
- O-19 Students will write to convey academic information.
- O-20 Students will identify how language choices in writing affect thoughts and feelings.
- O-21 Students will use grammar concepts and skills to strengthen written language.
- O-22 Students will compose text using revising and editing strategies including proofreading and editing.
- O-23 Students will compose text using the steps of the writing process.

ELEMENTARY ESOL GRADES 1-5

Elementary English for Speakers of Other Languages Grades One through Five (ESOL) focuses on acquisition of skills in the areas of listening, speaking, reading, writing, and language usage. As outlined in Goal 2 of the *Blueprint for Progress*, supporting English Language Learner academic achievement and attainment of English language proficiency is the goal of the ESOL program of Baltimore County Public Schools.

The *Elementary ESOL Curriculum Grades One through Five* contains a unit overview and three lesson plans for each of the six units per grade level for grades one through five. The student texts are identified as Levels 1, 2, A, B, and C which correspond to grade levels 1, 2, 3, 4, and 5 respectively. The guide is aligned with the Maryland *Voluntary State Curriculum for English Language Proficiency* for first through fifth grade. Assessment information for each grade level unit is found in the Assessment Limits section of the overview

COURSE OBJECTIVES

- O-1 Students will discriminate sounds and words.
- O-2 Students will discriminate and produce rhyming words and alliteration.
- O-3 Students will blend sounds and syllables to form words.
- O-4 Students will segment and manipulate sounds in spoken words.
- O-5 Students will identify letters and corresponding sounds.
- O-6 Students will decode words in grade-level texts.
- O-7 Students will use word structure and other resources to determine the meaning of new words.
- O-8 Students will use pre-reading strategies to prepare for reading.
- O-9 Students will use during-reading strategies to make meaning from text.
- O-10 Students will use after-reading strategies to explain the text.
- O-11 Students will discuss messages and ideas gained from reading literary text.
- O-12 Students will construct meaning while reading various types of informational texts.
- O-13 Students will apply knowledge of the organization of text in order to determine meaning.
- O-14 Students will recognize important ideas and messages in informational texts.
- O-15 Students will compose written presentations that express personal ideas, inform, and persuade.
- O-16 Students will compose texts using the prewriting, drafting, and editing strategies of effective writers and speakers.
- O-17 Students will recognize, recall, and use basic elements of grammar to express ideas in spoken English.
- O-18 Students will identify and use correct verb forms and verb tenses.
- O-19 Students will apply knowledge of the mechanics of English to clarify meaning in academic writing.
- O-20 Students will apply active listening strategies to gain information.
- O-21 Students will analyze what is heard in order to perform a task.
- O-22 Students will use organization and delivery strategies in order to communicate orally.
- O-23 Students will prepare and present oral presentations.

ESOL AMERICAN CULTURE

The ESOL Middle and High School American Culture course provides the foundation for English Language Learners to achieve success in the subsequent HSA American Government course. For beginning English Language Learners (ELLs), the American Culture course scaffolds the vocabulary and prior knowledge underpinning the understanding of functions of the United States government. The curriculum and associated strategies contained in ESOL Middle and High School American Culture directly supports Indicators 1.1, 2.1, and 2.2 from the Blueprint for Progress. Additionally, because the American Culture course is intended for ELLs with beginning English proficiency, it also integrates the Maryland English Language Proficiency Standards into the curriculum indicators and objectives.

COURSE OBJECTIVES

- O-1 Students will use appropriate verbal and nonverbal behavior while participating in basic interpersonal and academic discourse.
- O-2 Students will sequence events by using nonverbal strategies.
- O-3 Students will respond to short simple questions using support from visuals, cues, gestures, and prompts,
- O-4 Students will identify the main idea of a passage.
- O-5 Students will use academic vocabulary in order to recount historical events.
- O-6 Students will ask questions for a variety of purposes.
- O-7 Students will convey academic information in an oral presentation.
- O-8 Students will communicate orally in order to express personal opinions and ideas in small-group discussions.
- O-9 Students will recognize, acquire, and interpret meaning of vocabulary through exposure to text.
- O-10 Students will use strategies to prepare for reading informational text (before reading).
- O-11 Students will use strategies to make meaning from informational text (during reading).
- O-12 Students will explain how informational texts are organized.
- O-13 Students will use strategies to discuss informational text after reading.
- O-14 Students will use Standard English grammar to develop clarity in written communication.
- O-15 Students will use conventions of punctuation, capitalization, and spelling to develop clarity in written communication.
- O-16 Students will use prewriting strategies to compose text for a variety of purposes.
- O-17 Students will compose text to express personal ideas and academic information in order to inform, describe, or persuade.
- O-18 Students will revise, edit, and publish text for clarity, completeness, and effectiveness.

ESOL AMERICAN GOVERNMENT

The intent of the *ESOL American Government Support* curriculum is to provide resources that augment understanding of identified areas of need for English Language Learners within the mainstream American Government materials. Resource sheets, vocabulary materials, and unit assessments are included. The guide which is aligned to the *Core Learning Goals* for Government contains assessments for the five core units, an appendix including both strategies for supporting English Language Learner achievement in the course, and brief constructed response item scaffolds to assist English Language Learners in learning to respond in appropriate HSA format.

COURSE OBJECTIVES

- O-1 Students will analyze situations in order to draw conclusions about the relevance and purpose of government in their lives.
- O-2 Students will analyze political systems in order to evaluate their effectiveness.
- O-3 Students will analyze historical documents in order to determine principles that served as precedents for the United States Constitution.
- O-4 Students will analyze the United States Constitution in order to determine the basic principles of democracy.
- O-5 Students will analyze real world scenarios in order to determine how democratic values and principles affect Americans.
- O-6 Students will investigate the roles and powers of the president in order to draw conclusions about the changing role of the presidency.
- O-7 Students will identify and analyze the steps in the process of electing a president in order to evaluate strategies that drive a presidential campaign.
- O-8 Students will analyze presidential decisions in order to evaluate their impact on the rights of individuals and groups.
- O-9 Students will examine the executive branch of state and local governments in order to compare and contrast the roles of the executive at each level.
- O-10 Students will describe the organization and powers of legislative bodies in order to determine their role in the legislative process.
- O-11 Students will analyze the functioning of Congress in order to evaluate the legislative process.
- O-12 Students will examine legislation related to the rights of citizens in order to evaluate protections of individuals and groups.
- O-13 Students will describe the organization, jurisdiction, and powers of the federal and state judiciary in order to analyze how the court system functions.
- O-14 Students will examine judicial review and Supreme Court cases illustrating conflicting interpretations of the Bill of Rights and the Fourteenth Amendment in order to evaluate the degree to which those decisions protected rights, maintained order, and achieved the idea "Equal Justice under Law."
- O-15 Students will evaluate rules and policies that the United States government has assumed in order to develop resolutions for public policy issues.

- O-16 Students will investigate the media in order to evaluate its impact on citizens, politics, and public policy.
- O-17 Students will analyze public issues in order to determine how individuals can impact the political system.
- O-18 Students will analyze recent United States policies regarding international trade, alliances, and humanitarian efforts in order to prioritize foreign policy decisions.
- O-19 Students will analyze how governments answer the basic economic questions in order to evaluate decisions of what to produce, how to produce, and for whom to produce.
- O-20 Students will apply fundamental economic concepts in order to evaluate the effectiveness of government policy in achieving economic goals.

HIGH SCHOOL ESOL READING AND WRITING I (EFL I)

High School ESOL Reading and Writing I (EFL1) is designed to accommodate the schedule of a high school English Language Learner in either an ESOL center or in a single school setting. Because English Language Learners are required to meet MSA and HSA assessment targets at the appropriate grade level or course level, this curriculum is aligned to the *Maryland English Core Learning Goals*. The components of this curriculum will enable English Language Learners to begin acquisition of the language essential to accessing rigorous and enriched content in all subject areas.

COURSE OBJECTIVES

- O-1 Students will develop and apply vocabulary through exposure to a variety of texts.
- O-2 Students will use knowledge of word structure to determine meaning of new words.
- O-3 Students will use context and other resources in order to acquire and use new vocabulary.
- O-4 Students will use strategies to prepare for reading.
- O-5 Students will use strategies to make meaning from text (during reading).
- O-6 Students will use after reading strategies to explain text.
- O-7 Students will identify and use text features and how they are used to aid comprehension of informational texts.
- O-8 Students will use knowledge of organizational structure of informational text.
- O-9 Students will determine and analyze important ideas and messages in informational text.
- O-10 Students will read and discuss a variety of self-selected and assigned literary texts.
- O-11 Students will analyze text features of literary texts.
- O-12 Students will analyze elements of narrative texts.
- O-13 Students will analyze elements of poetry.
- O-14 Students will analyze elements of drama.
- O-15 Students will determine common ideas and messages across literary texts.
- O-16 Students will analyze the author's purposeful use of language.
- O-17 Students will use the writing process to respond to teacher-created prompts involving reactions to literary passages and/or real-life situations.
- O-18 Students will write to express personal ideas.
- O-19 Students will use grammar concepts and skills to strengthen control of written language when preparing presentations.
- O-20 Students will apply the mechanics of Standard English in written language.
- O-21 Students will apply listening skills in a variety of settings for a variety of purposes.
- O-22 Students will read and analyze a variety of self-selected and assigned print and electronic informational text.

HIGH SCHOOL ESOL READING AND WRITING II (EFL II)

EFL II is designed to provide guidance and assistance to English Language Learners in achieving the outcomes of the *Maryland Core Learning Goals* for English. Additionally this course is to be taken by English Language Learners in tandem with HSA English 10. The content and organization of EFL II provide scaffolds so that English Language Learners can access and achieve in their HSA English classes and on the HSA English exam.

COURSE OBJECTIVES

- O-1 Students will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as reading, questioning, and summarizing.
- O-2 Students will use after-reading strategies appropriate to both the text and purpose for reading, by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.
- O-3 Students will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of text.
- O-4 Students will determine how the organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose.
- O-5 Students will explain the significance of stylistic elements that communicate an author's purpose.
- O-6 Students will identify and/or explain connections between and among themes and/or styles of two or more texts.
- O-7 Students will extend or further develop meaning by explaining the implications of the text for the reader or for contemporary society.
- O-8 Students will identify features of language that create tone and voice.
- O-9 Students will explain how common and universal experiences serve as the source of literary themes that cross time and cultures.
- O-10 Students will compose to inform by using appropriate types of prose.
- O-11 Students will use a variety of prewriting strategies to generate and develop ideas.
- O-12 Students will determine grammatical classification of words by using meaning, position, form, and function.
- O-13 Students will compound various sentence elements--subjects, predicates, and modifiers, phrases, and clauses--to link or contrast related ideas.
- O-14 Students will use available resources to correct or confirm revisions and/or editorial choices.
- O-15 Students will state and explain a personal response to a given text.

HIGH SCHOOL ESOL READING AND WRITING III (EFL III)

The curriculum guide, *Fundamentals of Academic Writing for English Language Learners* is aligned to Maryland *English Core Learning Goals*. The course is intended to refine the academic writing skills requisite for success in content classes for advanced English Language Learners as they prepare to exit from the ESOL program.

COURSE OBJECTIVES

- O-1 Students will compose to inform by using types of prose to the purpose.
- O-2 Students will compose to express personal opinions.
- O-3 Students will select and organize ideas for specific audiences and purposes.
- O-4 Students will use a variety of prewriting strategies to generate and develop ideas.
- O-5 Students will locate, retrieve, and use information from various sources to accomplish a writing task.
- O-6 Students will compose persuasive texts that support, refute, or modify a position.
- O-7 Students will compose texts using the prewriting, drafting, and revision strategies of effective writers and speakers.
- O-8 Students will revise texts for clarity, completeness, and effectiveness.
- O-9 Students will use knowledge of grammar concepts and skills to strengthen control of oral and written language.
- O-10 Students will incorporate subjects, predicates, and modifiers when composing original sentences.
- O-11 Students will differentiate connotative from denotative meanings of words.
- O-12 Students will expand sentences by positioning clauses and phrases to function as nouns, adjectives, or adverbs.
- O-13 Students will edit texts using available resources.
- O-14 Students will differentiate between grammatically complete sentences and non-sentences.

ESOL GRAMMAR

ESOL Grammar is aligned with the new *Maryland English Language Proficiency Standards* for grades nine through twelve. The course lays the foundation for English Language Learners to work on acquiring the skills in English necessary for successful participation in rigorous mainstream courses and assessments at the state and local level. For each of the 18 units contained in the curriculum, the guide contains an overview with indicators, strategies and suggested instructional activities for students as well as an assessment lesson frame. Key to academic success for English Language Learners is the incorporation of these strategies that scaffold acquisition of reading, speaking, listening, and writing skills.

COURSE OBJECTIVES

- O-1 Students will participate in interpersonal and academic discourse by using appropriate verbal and nonverbal behavior.
- O-2 Students will respond to questions and prompts given orally for a variety of purposes.
- O-3 Students will retrieve information while listening to vocabulary presented orally in a variety of contexts.
- O-4 Students will interpret academic and non-academic information presented orally.
- O-5 Students will apply knowledge of specific English language structures and grammatical features that impact listening proficiency.
- O-6 Students will use structures of English language to develop clarity in written communication.
- O-7 Students will apply conventions of Standard English to written communication.
- O-8 Students will use pre-writing strategies to compose text for a variety of purposes.
- O-9 Students will compose text to express personal ideas and academic information in order to inform, to describe, to explain, and to persuade.
- O-10 Students will revise, edit, and publish text for clarity, completeness, and effective use of language.
- O-11 Students will apply vocabulary to a variety of contexts.
- O-12 Students will speak with clarity and fluency in order to be understood.
- O-13 Students will express personal information, ideas, and opinions in order to address specific audiences and purposes.

ESOL MATHEMATICS

ESOL Mathematics is structured to meet the needs of English language learners with significant interrupted formal education in the area of mathematics. The course is intended to prepare these students for Algebra I by bridging their gaps in mathematical literacy.

The course supports the attainment of Goals 1 and 2 and their associated indicators contained in the *Blueprint for Progress*. The lesson plans, strategies, differentiated activities, resources, and performance assessments associated with the course provide access to academic success in mathematics for English language learners in this subgroup.

COURSE OBJECTIVES

- O-1 Students will write and evaluate expressions.
- O-2 Students will identify, write, solve, and apply equations and inequalities.
- O-3 Students will apply inverse operations and the properties of algebra to solve equations and inequalities.
- O-4 Students will use the properties of polygons to classify figures.
- O-5 Students will use formulas to find area, perimeter, and circumference of geometric figures.
- O-6 Students will use customary and metric units to measure.
- O-7 Students will tell time in hours, minutes, and seconds.
- O-8 Students will construct and analyze data displays.
- O-9 Students will read and make inferences from data in a variety of displays.
- O-10 Students will determine the possible outcomes of two independent events and express probability of one event as a fraction.
- O-11 Students will apply arithmetic operations (addition and subtraction) and the properties of algebra to simplify algebraic expressions.
- O-12 Students will apply arithmetic operations (multiplication and division) and the properties of algebra to simplify algebraic expressions.
- O-13 Students will read, write, and represent decimals.
- O-14 Students will apply knowledge of the United States monetary system.
- O-15 Students will identify and determine equivalent forms of whole numbers, fractions, and decimals.
- O-16 Students will compare and order fractions and decimals.
- O-17 Students will use percents to represent and solve problems in authentic settings.
- O-18 Students will use the concepts of number theory and its relationship to fractions.
- O-19 Students will analyze number relationships and compute.

ESOL MIDDLE SCHOOL WRITING I

The ESOL Middle School Writing Course curricula are aligned to the Voluntary State Curriculum in Reading/English Language Arts. The skills and activities parallel those required in the mainstream with scaffolds to allow English Language Learners access to achieving in English in reading and writing.

COURSE OBJECTIVES

- O-1 Students will decode new words.
- O-2 Students will acquire and use new vocabulary.
- O-3 Students will acquire and apply vocabulary through exposure to a variety of texts.
- O-4 Students will use strategies to prepare for reading.
- O-5 Students will use prior knowledge and experiences to determine a purpose for reading a text.
- O-6 Students will use strategies to make meaning from text (during reading).
- O-7 Students will use strategies to extend the text (after reading).
- O-8 Students will develop and apply strategies when reading a variety of self-selected and assigned literary texts.
- O-9 Students will analyze elements of narrative texts.
- O-10 Students will analyze the author's purposeful use of language.
- O-11 Students will use the writing process to respond to teacher-created prompts involving reactions to literary passages and/or real-life situations.
- O-12 Students will use the writing process to plan/pre-write, draft, revise, edit, and publish.
- O-13 Students will compose to inform using a structure with a clear beginning, middle, and end; and a selection of major points, examples, and facts to support a main idea.
- O-14 Students will compose to persuade using significant reasons and relevant support.
- O-15 Students will recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language.
- O-16 Students will apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes.
- O-17 Students will apply evaluative questions in order to identify topics for an oral presentation.

ESOL MIDDLE SCHOOL WRITING II

The ESOL Middle School Writing Course curricula are aligned to the Voluntary State Curriculum in Reading/English Language Arts. The skills and activities parallel those required in the mainstream with scaffolds to allow English Language Learners access to achieving in English in reading and writing.

COURSE OBJECTIVES

- O-1 Students will summarize the text or a portion of the text.
- O-2 Students will apply new vocabulary acquired through exposure to a variety of texts.
- O-3 Students will identify and use text features of informational text.
- O-4 Students will apply knowledge of organizational structure of informational texts.
- O-5 Students will determine and analyze important ideas and messages in informational texts.
- O-6 Students will analyze elements of literary forms.
- O-7 Students will determine important ideas and messages in literary texts.
- O-8 Students will analyze the author's use of purposeful language.
- O-9 Students will compose texts using the prewriting strategies of effective writers and speakers.
- O-10 Students will apply standard English punctuation, capitalization, and spelling in written language.
- O-11 Students will identify and apply standard English usage in oral and written language.
- O-12 Students will apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes.
- O-13 Students will identify, recall, and use grammar concepts and skills to strengthen control of oral and written language.
- O-14 Students will demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes.

ESOL MIDDLE SCHOOL WRITING III

The ESOL Middle School Writing Course curricula are aligned to the Voluntary State Curriculum in Reading/English Language Arts. The skills and activities parallel those required in the mainstream with scaffolds to allow English Language Learners access to achieving in English in reading and writing.

COURSE OBJECTIVES

- O-1 Students will decode new words.
- O-2 Students will analyze word structure and context in order to acquire and use new vocabulary.
- O-3 Students will use strategies to prepare for reading.
- O-4 Students will use strategies to make meaning from text during reading.
- O-5 Students will use strategies to clarify the text after reading.
- O-6 Students will identify and use text features in informational text.
- O-7 Students will identify the organizational patterns of text.
- O-8 Students will determine and analyze important ideas and messages in informational text.
- O-9 Students will analyze text features of literary texts.
- O-10 Students will analyze elements of narrative texts.
- O-11 Students will analyze elements of poetry.
- O-12 Students will read critically to evaluate literary texts..
- O-13 Students will determine and analyze important ideas and messages in literary text.
- O-14 Students will select, organize, and develop ideas appropriate to topic, audience, and purpose
- O-15 Students will compose texts using the prewriting and drafting strategies of effective writers and speakers.
- O-16 Students will compose oral, written, and visual presentations that express personal ideas, inform, and persuade.
- O-17 Students will compose texts using the revising and editing strategies of effective writers and speakers.
- O-18 Students will identify how language choices in writing and speaking affect the thoughts and feelings of the audience.
- O-19 Students will locate, retrieve, and use information from various sources to accomplish a purpose.
- O-20 Students will recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language.
- O-21 Students will consider the meaning, form, and function of words when writing.
- O-22 Students will apply Standard English punctuation and capitalization in written language.
- O-23 Students will apply conventional spelling to written language.
- O-24 Students will apply and demonstrate listening skills in a variety of settings for a variety of purposes.
- O-25 Students use strategies for the planning and delivery of oral presentations.

KINDERGARTEN FRENCH FLES

The FLES curriculum is designed to give elementary students an introduction to French language and culture. In Grades K-2, the primary focus is on listening and speaking. In Grade 3, in addition to listening and speaking, there is a focus on reading. Evaluations will assess primarily the preproduction and early production stages of language acquisition.

COURSE OBJECTIVES

- O-1 Students will greet and say goodbye to others.
- O-2 Students will identify classmates by name.
- O-3 Students will respond physically to oral commands.
- O-4 Students will inquire about and express feelings.
- O-5 Students will identify, name, and inquire about classroom objects and teachers.
- O-6 Students will identify, count, inquire about, and express quantity using the numbers 1-20.
- O-7 Students will ask and answer questions about someone's identity.
- O-8 Students will respond to and communicate orally using daily classroom commands.
- O-9 Students will identify, name, and inquire about colors.
- O-10 Students will identify and name calendar vocabulary.
- O-11 Students will identify and inquire about the colors of the flags of select French-speaking countries.
- O-12 Students will identify, name and inquire about parts of the body.
- O-13 Students will distinguish between the singular and plural.
- O-14 Students will identify, name, and inquire about animals.
- O-15 Students will demonstrate the notion of register when addressing people.
- O-16 Students will ask and answer questions on familiar topics.
- O-17 Students will use simple affirmative, negative, and interrogative sentences.
- O-18 Students will explore the interaction of culture and language.

GRADE I FRENCH FLES

The FLES curriculum is designed to give elementary students an introduction to French language and culture. In Grades K-2, the primary focus is on listening and speaking. In Grade 3, in addition to listening and speaking, there is a focus on reading. Evaluations will assess primarily the preproduction and early production stages of language acquisition.

COURSE OBJECTIVES

- O-1 Students will use appropriate vocabulary and grammar to greet and say goodbye to others.
- O-2 Students will identify classmates and family members by name.
- O-3 Students will respond physically to oral commands.
- O-4 Students will ask and answer questions using calendar vocabulary.
- O-5 Students will name, identify, and inquire about the weather.
- O-6 Students will identify, count, inquire about, and express quantity, age, and dates using the numbers 1-40.
- O-7 Students will use daily classroom expressions.
- O-8 Students will identify and name traditional French foods.
- O-9 Students will identify the traditional clothing of Martinique.
- O-10 Students will express the cultural significance of the Mardi Gras celebration and its traditions.
- O-11 Students will respond to a variety of questions by communicating orally with teacher, puppet, and classmates.
- O-12 Students will use simple affirmative, negative and interrogative sentences.
- O-13 Students will explore the interaction of culture and language.

GRADE 2 FRENCH FLES

The FLES curriculum is designed to give elementary students an introduction to French language and culture. In Grades K-2, the primary focus is on listening and speaking. In Grade 3, in addition to listening and speaking, there is a focus on reading. Evaluations will assess primarily the preproduction and early production stages of language acquisition.

COURSE OBJECTIVES

- O-1 Students will respond to commands given by the teacher.
- O-2 Students will ask and answer questions about familiar topics.
- O-3 Students will distinguish among variations in intonations.
- O-4 Students will express and use greetings and farewells.
- O-5 Students will identify and name numbers 1-50.
- O-6 Students will state the date, weather and seasons.
- O-7 Students will identify and name rooms of the school and school personnel.
- O-8 Students will recognize and discriminate among French sounds.
- O-9 Students will explore the interaction between language and culture.
- O-10 Students will recognize new and familiar words in their written forms.
- O-11 Students will identify, name, and use vocabulary and structures related to states of being.
- O-12 Students will identify, name, and use vocabulary and structures related to telephone conversations.
- O-13 Students will identify, name, and use vocabulary and structures related to various outdoor and everyday activities.
- O-14 Students will identify and name means of transportation.
- O-15 Students will identify and name vocabulary for street safety.
- O-16 Students will recognize, comprehend, and use familiar vocabulary on seasonal activities.

GRADE 3 FRENCH FLES

The FLES curriculum is designed to give elementary students an introduction to French language and culture. In Grades K-2, the primary focus is on listening and speaking. In Grade 3, in addition to listening and speaking, there is a focus on reading. Evaluations will assess primarily the preproduction and early production stages of language acquisition.

COURSE OBJECTIVES

- O-1 Students will follow classroom commands.
- O-2 Students will distinguish among variations in intonation.
- O-3 Students will express and use greetings and farewells.
- O-4 Students will identify and name classroom objects.
- O-5 Students will identify and name numbers 1-70.
- O-6 Students will identify classmates by name.
- O-7 Students will identify and name domestic animals.
- O-8 Students will use body part vocabulary with "avoir."
- O-9 Students will identify articles of clothing.
- O-10 Students will use the calendar to express date.
- O-11 Students will share information about climate.
- O-12 Students will ask and answer questions about school.
- O-13 Students will recognize and reproduce French sounds.
- O-14 Students will describe their homes.
- O-15 Students will explore the interaction between language and culture.
- O-16 Students will recognize new and familiar words in their written form.
- O-17 Students will identify, name and use vocabulary related to entertainment in the home.
- O-18 Students will identify and name vocabulary for meals and table setting.
- O-19 Students will use "avoir" expressions.
- O-20 Students will use familiar vocabulary about seasonal activities.

GRADE 4 FRENCH FLES MATH

This curriculum guide is designed to supplement the Baltimore County Public Schools Grade 4 math curriculum. Students use the French language to review and enrich math skills and concepts taught at the elementary level. The program is a continuation of the French FLES K-3 language and culture curriculum and helps prepare students for the first level of a French sequential program in middle school.

COURSE OBJECTIVES

- O-1 Students will speak, read, write, order, and compute whole numbers 0-1000.
- O-2 Students will use number sentences and pictures in order to represent multiplication facts.
- O-3 Students will use number sentences and pictures in order to represent division facts.
- O-4 Students use patterns in order to multiply one digit numbers by multiples of 10, 100, and 1000.
- O-5 Students will round and compute in order to estimate products.
- O-6 Students will use ordered pairs in order to identify and locate points on a coordinate plane.
- O-7 Students will plot ordered pairs from a function table in order to represent relationships using graphs and tables.
- O-8 Students will divide by multiples of 10, estimate quotients, and divide whole numbers.
- O-9 Students will use vocabulary and pictures in order to identify lines, line segments, rays, angles, perpendicular and parallel lines.
- O-10 Students will use pictures and numbers in order to read, write, and represent fractions as part of a whole, fractions as part of a group, and equivalent fractions.
- O-11 Students will use manipulatives and numbers to determine the mean, range, median, and mode of a data set in order to describe the data.
- O-12 Students will represent numeric quantities using operational symbols.
- O-13 Students will measure with a ruler to the nearest millimeter or $\frac{1}{2}$ inch.
- O-14 Students will identify and measure hour and half hour intervals.
- O-15 Students will identify measure units of capacity and weight.
- O-16 Students will use manipulatives, lists, drawings, tables, and graphs in order to determine possible outcomes.
- O-17 Students will list the possible outcomes of an event in order to describe events and represent the likelihood of an event as a fraction.
- O-18 Students will use models and numbers in order to add and subtract fractions with unlike denominators.
- O-19 Students will use estimation and multiplication strategies in order to multiply two digit numbers by 2 digit numbers with and without regrouping.

GRADE 5 FRENCH FLES MATH

This curriculum guide is designed to supplement the Baltimore County Public Schools Grade 5 math curriculum. Students use the French language to review and enrich math skills and concepts taught at the elementary level. The program is a continuation of the French FLES K-3 language and culture curriculum and helps prepare students for the first level of a French sequential program in middle school.

COURSE OBJECTIVES

- O-1 Students will read, write, or represent numbers in French using symbols, words, or models.
- O-2 Students will follow the given rule for an input/output table to add and subtract numbers 1-1000.
- O-3 Students will interpret and verbalize a rule for a one operation (+, -) function, using numbers from 1-1000.
- O-4 Students will develop a portfolio of completed graphs, and be able to verbally identify the parts of each using French terms.
- O-5 Students will apply the principles of multiplication in order to multiply whole numbers and to determine the approximate product of whole numbers.
- O-6 Students will use models, pictures, and symbols in order to represent division.
- O-7 Students will divide whole numbers by 2 digit divisors using models, pictures, and/or symbols in order to find quotients.
- O-8 Students will analyze, describe, and extend geometric patterns.
- O-9 Students will identify the relationship between the input and output variables in order to determine the pattern or rule of a function table.
- O-10 Students will use rulers to determine the length of objects using the metric system.
- O-11 Students will use pictures, words, and symbols to identify and classify polygons. (triangles, quadrilaterals, and hexagons)
- O-12 Students will use pictures, words, and symbols to identify and classify three dimensional prisms and pyramids.
- O-13 Students will compute and determine the perimeter and area.
- O-14 Students will use models, pictures, words, and symbols in order to read, write, and speak fractions.
- O-15 Students will add and subtract proper fractions and mixed numbers with answers in simplest forms.
- O-16 Students will determine and represent the likelihood of an event in order to express the probability as a fraction.

KINDERGARTEN FRENCH IMMERSION

At each grade level, the French Partial Immersion curriculum has a dual focus: first, it enables students to gain a foundation of instruction that fosters cultural awareness; secondly it fosters increasing facility in the French language.

COURSE OBJECTIVES

- O-1 Students will use exchange greetings and biographical information.
- O-2 Students will exchange information about animals.
- O-3 Students will exchange information about toys.
- O-4 Students will count and express quantity using numbers 1-50.
- O-5 Students will exchange information about the calendar and weather.
- O-6 Students will exchange information about the senses.
- O-7 Students will exchange information about transportation.
- O-8 Students will respond to requests in the classroom.
- O-9 Students will apply cultural conventions using the target alphabet.
- O-10 Students will memorize short presentations related to the culture of francophone countries.
- O-11 Students will identify countries where French is spoken.
- O-12 Students will talk about community helpers.
- O-13 Students will use hand gestures to communicate.
- O-14 Students will compare events and things in the francophone culture and their own culture.
- O-15 Students will compare the perspectives, practices, and products of people in different cultures.

GRADE 1 FRENCH IMMERSION

At each grade level, the French Partial Immersion curriculum has a dual focus: first, it enables students to gain a foundation of instruction that fosters cultural awareness; secondly it fosters increasing facility in the French language.

COURSE OBJECTIVES

- O-1 Students will exchange greetings and farewells using cultural conventions regarding names.
- O-2 Students will ask opinions about leisure activities.
- O-3 Students will ask and answer questions about age and date.
- O-4 Students will describe the weather.
- O-5 Students will exchange information about clothing.
- O-6 Students will exchange information about family members.
- O-7 Students will ask and answer necessary questions regarding school supplies.
- O-8 Students will exchange information about the body.
- O-9 Students will respond to requests in the classroom.
- O-10 Students will write and deliver short presentations about themselves and their family.
- O-11 Students will help organize and plan school based cultural activities regarding foods of the francophone world.
- O-12 Students will identify and describe cultural practices in the target countries and discuss their importance.
- O-13 Students will exchange information about street safety and transportation.
- O-14 Students will differentiate between the use of “tu” and “vous.”
- O-15 Students will compare the sound-symbol association of the target language to English.
- O-16 Students will compare the perspectives, practices, and products of people in different cultures.

GRADE 2 FRENCH IMMERSION

At each grade level, the French Partial Immersion curriculum has a dual focus: first, it enables students to gain a foundation of instruction that fosters cultural awareness; secondly it fosters increasing facility in the French language.

COURSE OBJECTIVES

- O-1 Students will describe parts of the exterior and interior of the house.
- O-2 Students will exchange information to interpret the location of an object.
- O-3 Students will describe colors.
- O-4 Students will identify the main characters by their dialogue and their actions from a variety of stories.
- O-5 Students will compare elements from a variety of stories.
- O-6 Students will memorize and deliver texts.
- O-7 Students will write short letters, paragraphs, and create alternate endings in response to familiar literary texts.
- O-8 Students will participate in school-based cultural activities such as games, and music appreciation.
- O-9 Students will tell time and compare present time to that in other francophone countries.
- O-10 Students will compare the French sound system as it relates to the English sound system.

GRADE 3 FRENCH IMMERSION

At each grade level, the French Partial Immersion curriculum has a dual focus: first, it enables students to gain a foundation of instruction that fosters cultural awareness; secondly it fosters increasing facility in the French language.

COURSE OBJECTIVES

- O-1 Students will characterize self and others.
- O-2 Students will exchange information about playground equipment.
- O-3 Students will count and express quantity using the numbers 1-1000.
- O-4 Students will exchange information about professions.
- O-5 Students will exchange information about the body, health and hygiene.
- O-6 Students will exchange information about their homes and the community.
- O-7 Students will interpret simple text written in the target language.
- O-8 Students will write and deliver short presentations describing themselves, family members, pets, and others.
- O-9 Students will express themselves in writing by presenting information in sequential order to an audience of listeners.
- O-10 Students will identify and describe cultural practices in the target countries and discuss their importance.
- O-11 Students will use information from science and social studies to build vocabulary in the target language.
- O-12 Students will compare and apply basic grammatical structures in the target language to English.
- O-13 Students will compare the perspectives, practices, and products of people in different cultures.

GRADE 4 FRENCH IMMERSION

At each grade level, the French Partial Immersion curriculum has a dual focus: first, it enables students to gain a foundation of instruction that fosters cultural awareness; secondly it fosters increasing facility in the French language.

COURSE OBJECTIVES

- O-1 Students will ask and answer questions about how they are feeling.
- O-2 Students will exchange information about age, date, and telephone numbers.
- O-3 Students will count and express quantity using numbers 0-1,000,000.
- O-4 Students will ask and answer questions about the weather.
- O-5 Students will express personal preferences.
- O-6 Students will ask and answer questions regarding necessary school supplies.
- O-7 Students will dramatize songs, poems, skits, and dialogs and create and deliver presentations.
- O-8 Students will memorize and deliver material related to the culture of francophone countries.
- O-9 Students will be able to identify countries where French is spoken.
- O-10 Students will memorize songs and poems to reinforce vocabulary in target language.
- O-11 Students will compare and apply basic grammatical structures in the target language to English.
- O-12 Students will identify and use cognates, word roots, prefixes, suffixes and sentence structure to construct meaning in different contexts.
- O-13 Students will identify cultural characteristics of language such as levels of politeness and formal expressions and compare them to English.
- O-14 Students will examine and compare different aspects of French and American cultures such as foods, holidays, and songs.
- O-15 Students will compose letters to francophone pen-pals to exchange biographical information.

GRADE 5 FRENCH IMMERSION

At each grade level, the French Partial Immersion curriculum has a dual focus: first, it enables students to gain a foundation of instruction that fosters cultural awareness; secondly it fosters increasing facility in the French language.

COURSE OBJECTIVES

- O-1 Students will describe and characterize self and others.
- O-2 Students will exchange information about places in the community.
- O-3 Students will exchange information about the house.
- O-4 Students will exchange information about school supplies, activities, and school workers.
- O-5 Students will interpret simple text written in the target language.
- O-6 Students will write and deliver short narratives about themselves, their family or friends.
- O-7 Students will write and deliver short presentations incorporating some description and detail.
- O-8 Students will identify selected contributions, notable figures and historic events from the target culture.
- O-9 Students will use information and skills from other content areas to build vocabulary in the target language.
- O-10 Students will compare and apply expanded grammatical structures in the target language to English.
- O-11 Students will compare the perspectives, practices and products of people in different cultures.

CHINESE I

Chinese I is the foundation course for the sequential study of Chinese language and culture, culminating with the AP Chinese Language and Culture Exam. It is designed as an introduction to the language and culture of China, provides opportunities to achieve basic communication skills in the language, and acts as a stepping stone to the next level of study. Students learn to listen, speak, read, and write in Chinese about familiar topics such as school, family, and food.

COURSE OBJECTIVES

- O-1 Students will engage in short conversations about biographical information.
- O-2 Students will engage in short conversations about personal interests.
- O-3 Students will engage in short conversations to express personal needs for school.
- O-4 Students will exchange personal preferences.
- O-5 Students will exchange personal preferences about foods.
- O-6 Students will engage in short conversations about family and daily life.
- O-7 Students will engage in short conversations to express personal needs.
- O-8 Students will engage in short conversations about what they are doing and plan to do.
- O-9 Students will interpret simple text written in the target language.
- O-10 Students will deliver short narratives about themselves.
- O-11 Students will use the Chinese writing system and simplified characters to write characters, simple sentences, and messages.
- O-12 Students will write and deliver short narratives about school.
- O-13 Students will write and deliver short presentations about plans for leisure-time activities.
- O-14 Students will dramatize skits or dialogues about meals.
- O-15 Students will make short presentations and write simple sentences about family, self, and others.
- O-16 Students will dramatize short skits or dialogues about familiar topics.
- O-17 Students will tell or write a simple story.
- O-18 Students will identify and describe cultural practices in the target countries and discuss their importance.
- O-19 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-20 Students will compare the perspectives, practices, and products of people in different cultures.

FRENCH I

French I is the foundation course for the sequential study of French language, culminating with the AP French Language Exam. It is designed as an introduction to the language and culture of French speaking countries, provides opportunities to achieve basic communication skills in the language, and acts as a stepping stone to the next level of study. Students learn to listen, speak, read, and write in French about familiar topics such as school, family, community, and food.

COURSE OBJECTIVES

- O-1 Students will ask and answer simple questions regarding biographical information.
- O-2 Students will to ask and answer simple questions about everyday life.
- O-3 Students will exchange information about themselves, their friends, and their possessions.
- O-4 Students will express personal preferences feelings, daily activities at home, at school, and on weekends.
- O-5 Students will describe things to do in a city.
- O-6 Students will ask and answer questions about clothing.
- O-7 Students will exchange information about how they spend their free time and vacation time.
- O-8 Students will engage in short conversations about preferences and needs relating to food and beverages.
- O-9 Students will write and deliver short narratives about themselves and others.
- O-10 Students will write and deliver short narratives about their daily lives.
- O-11 Students will write and deliver short narratives about leisure activities.
- O-12 Students will write and deliver short narratives about people and possessions.
- O-13 Students will write and deliver short narratives about what they, their families and friends do in towns or cities.
- O-14 Students will write and deliver short narratives about clothes.
- O-15 Students will write and deliver short narratives about their free time.
- O-16 Students will write and deliver short narratives about food and meals.
- O-17 Students will interpret simple text written in the target language.
- O-18 Students will identify and describe cultural practices in the target countries and discuss their importance.
- O-19 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-20 Students will compare the perspectives, practices, and products of people in different cultures.

FRENCH II

The French II curriculum is designed for those students who have successfully completed Level I and acts as a steppingstone to the next level of study. Students continue to develop the listening, speaking, reading, and writing skills while deepening their understanding of Francophone culture. In French II, the focus moves from speaking in the present tense to being able to use the simple past tense effectively in familiar contexts. Topics include the house, making purchases, daily routines, and activities in towns and cities. Students who have studied another Romance language can begin the study of French in French I-II Honors.

COURSE OBJECTIVES

- O-1 Students will engage in conversations regarding themselves and others in the present and immediate future.
- O-2 Students will engage in conversations related to weekend and leisure time activities in the present, past, and immediate future.
- O-3 Students will ask a variety of simple questions, answer, and give reasons for answers related to favorite foods, beverages, shopping for food, and ordering in a French restaurant or café.
- O-4 Students will ask a variety of simple questions, answer, and give reasons for their answers related to personal preferences for forms of entertainment.
- O-5 Students will ask a variety of simple questions, answer, and give reasons for their answers related to favorite sports, daily activities, and personal care.
- O-6 Students will describe where they live, their communities, their homes, their rooms, and the furnishings in the present and past.
- O-7 Students will to engage in conversations about clothes and shopping.
- O-8 Students will engage in conversations about future vacation plans.
- O-9 Students will write and deliver short presentations about themselves and others.
- O-10 Students will present skits, extended dialogues or stories about weekend and leisure activities.
- O-11 Students will write and deliver short presentations about food, beverages, dining, and shopping.
- O-12 Students will write a journal entry or blog about personal preferences for forms of entertainment.
- O-13 Students will write and deliver short narratives about favorite sports, daily activities, and personal care.
- O-14 Students will write and deliver short presentations about their homes, their communities, their rooms, and the contents of their rooms.
- O-15 Students will write and deliver short presentations about clothing and shopping for clothing.
- O-16 Students will write and deliver short presentations about their vacation plans.
- O-17 Students will interpret simple text written in the target language that incorporates descriptive vocabulary and expanded structures.
- O-18 Students will identify and replicate appropriate patterns of behavior in everyday situations.
- O-19 Students will identify objects, symbols, and historical events from the cultures studied and explain how they represent the beliefs of the culture.

- O-20 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-21 Students will use authentic materials in the target language to explain underlying cultural perspectives.
- O-22 Students will compare vocabulary and grammatical structures between the target language and English.
- O-23 Students will compare the perspectives, practices, and products of people in different cultures.
- O-24 Students will utilize various media to learn more about language and culture.

FRENCH III

The French III curriculum is designed for those students who have successfully completed French II and acts as a steppingstone to advanced levels of study.

Students move from a focus on language learning as a driving force to application of language as a vehicle through which they learn about themselves, others, and the rich cultural diversity of the world of the target language. In the French III Honors Unit students explore the environmental issues of the world, perceptions and approaches to a resolution of identified problems, and their predictions for the future. The format of the French III Honors Unit enhances the rigor of the standard French III curriculum, encouraging the students to connect prior knowledge from other subject areas to the topic at hand, and to develop and use their language skills to acquire and analyze information as they develop critical thinking skills.

COURSE OBJECTIVES

- O-1 Students will engage in conversations about their school day.
- O-2 Students will engage in conversations about leisure weekend time and vacations.
- O-3 Students engage in short conversations about health and sports.
- O-4 Students will engage in short conversations about their lives when they were younger.
- O-5 Students will engage in short conversations to describe what they do when they get together with friends.
- O-6 Students will engage in conversations to ask for advice, give advice, and grant favors.
- O-7 Students will exchange personal feelings and preferences about music, movies, and books.
- O-8 Students will engage in conversations about outdoor activities, enjoying nature, and protecting the environment.
- O-9 Students will write and deliver short narratives about their school experiences.
- O-10 Students will write and deliver short narratives about leisure weekend time and vacations.
- O-11 Students will write and deliver short presentations about health and fitness.
- O-12 Students will write and deliver short narratives comparing how things are now as opposed to when they were little.
- O-13 Students will write and deliver short narratives about things that happened in the past.
- O-14 Students will write and deliver short narratives about solving problems with friends.
- O-15 Students will write and deliver short narratives that rate a book that they have read or a movie that they have seen.
- O-16 Students will write and deliver short narratives about outdoor adventures.
- O-17 Students will interpret simple text written in the target language.
- O-18 Students will identify and describe cultural practices in the target countries and discuss their importance.
- O-19 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-20 Students will compare the perspectives, practices, and products of people in different cultures.

FRENCH IV

French IV is a challenging course designed to provide high school students with a new perspective on language acquisition. It provides experiences that will enable students to achieve the three overarching course objectives: to use French to acquire new knowledge, to develop understanding of the cultures of the French-speaking world, and to use French for effective day-to-day communication. In acquiring new knowledge through French, students work collaboratively and independently, find and use resources that build and expand their knowledge, and use knowledge and inquiry skills through interdisciplinary channels to acquire additional knowledge and skills in French, while monitoring and evaluating their own performance. In French IV students discover the contributions of contemporary as well as historic figures from the French-speaking world in the fields of art, literature, music, science, math, economics, trade, and politics.

COURSE OBJECTIVES

- O-1 Students will engage in conversations to exchange information about themselves.
- O-2 Students will exchange information about francophone countries and legends.
- O-3 Students will engage in conversations about origin, impressions of America, and migration.
- O-4 Students will analyze and critique a work of art.
- O-5 Students will respond to spoken and written language on a variety of topics that incorporate abstract ideas and advanced structures.
- O-6 Students will write and deliver presentations on living heroes, francophone leaders, and idols.
- O-7 Students will write and deliver presentations in which they describe others and daily routines.
- O-8 Students will write and deliver presentations on immigration, migration, and cultural heritage.
- O-9 Students will write and deliver presentations on francophone countries.
- O-10 Students will write and present a skit based on a legend.
- O-11 Students will explain the relationship between the perspectives and the products of the target countries.
- O-12 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-13 Students will compare and apply more advanced grammatical structures in the target language to English.
- O-14 Students will compare the perspectives, practices, and products of people in different cultures.

FRENCH V

The French V curriculum is a continuation of the sequential French program leading to the Advanced Placement Exam in French language. This curriculum is designed to continue the study of French language and culture of France, and provides opportunities to achieve advanced communication skills in the language. French V continues to enable students to communicate with people in other cultures and countries, develop a better understanding of their own language and culture, increase their awareness of opportunities in the global community, and access additional resources and knowledge.

COURSE OBJECTIVES

- O-1 Students will inquire about, express, and support opinions, personal preferences, and feelings.
- O-2 Students will inquire about and describe past events.
- O-3 Students will inquire about and express future intent or plans.
- O-4 Students will analyze the structure and narrative elements of the novel, the short story, drama, poetry, and periodicals.
- O-5 Students will identify main ideas and some details in conversations, telephone, tape and video recordings, radio and television broadcasts, and oral presentations by native and non-native speakers.
- O-6 Students will present information, concepts, and ideas on different topics and for a variety of purposes to an audience of listeners.
- O-7 Students will present information, concepts, and ideas on different topics and for a variety of purposes to an audience of readers.
- O-8 Students will identify the cultural practices and perspectives expressed in the arts in France.
- O-9 Students will identify and describe the cultural diversity of the regions of France
- O-10 Students will explore issues of historical change and their effects on the United States and France.
- O-11 Students will compare the nature of French language to their own.

FRENCH VI

The French VI curriculum is a continuation of the sequential French program leading to the Advanced Placement Exam in French language. This curriculum is designed to continue the study of French language and culture of France, and provides opportunities to achieve advanced communication skills in the language. French VI continues to enable students to communicate with people in other cultures and countries, develop a better understanding of their own language and culture, increase their awareness of opportunities in the global community, and access additional resources and knowledge.

COURSE OBJECTIVES

- O-1 Students will inquire about, express, and support opinions, personal preferences, and feelings.
- O-2 Students will inquire about and describe past events.
- O-3 Students will inquire about and express future intent or plans.
- O-4 Students will analyze the structure and narrative elements of the novel, the short story, drama, poetry, and periodicals.
- O-5 Students will identify main ideas and some details in conversations, telephone, tape and video recordings, radio and television broadcasts, and oral presentations by native and non-native speakers.
- O-6 Students will present information, concepts, and ideas on different topics and for a variety of purposes to an audience of listeners or readers.
- O-7 Students will identify the cultural practices and perspectives expressed in the arts in France.
- O-8 Students will discuss and analyze the products from the political, economic, social, educational, and artistic realms in order to determine their global significance.
- O-9 Students will explore the global and personal impact of such societal issues as violence, pollution, politics, and technological advances.
- O-10 Students will examine various topics from the perspectives of francophone cultures.
- O-11 Students will compare the mature of French language to their own.
- O-12 Students will compare the perspectives, practices, and products of people in different cultures.
- O-13 Students will extend their language proficiency and cultural knowledge through face-to-face encounters or through the use of technology both within and beyond the school setting.
- O-14 Students will use French to access a wider variety of resources on topics of personal interest.

FRENCH VII

The French VII curriculum is a continuation of the sequential French program leading to the Advanced Placement Exam in French language. This curriculum is designed to continue the study of French language and culture of France, and provides opportunities to achieve advanced communication skills in the language. French VII continues to enable students to communicate with people in other cultures and countries, develop a better understanding of their own language and culture, increase their awareness of opportunities in the global community, and access additional resources and knowledge.

COURSE OBJECTIVES

- O-1 Students will inquire about, express, and support opinions, personal preferences, and feelings.
- O-2 Students will inquire about and describe past events.
- O-3 Students will inquire about and express future intent or plans.
- O-4 Students will analyze the structure and narrative elements of the novel, the short story, drama, poetry, and periodicals.
- O-5 Students will identify main ideas and some details in conversations, telephone, tape and video recordings, radio and television broadcasts, and oral presentations by native and non-native speakers.
- O-6 Students will present information, concepts, and ideas on different topics and for a variety of purposes to an audience of listeners or readers.
- O-7 Students will identify the cultural practices and perspectives expressed in the arts in France.
- O-8 Students will discuss and analyze the products from the political, economic, social, educational, and artistic realms in order to determine their global significance.
- O-9 Students will explore the global and personal impact of such societal issues as violence, pollution, politics, and technological advances.
- O-10 Students will examine various topics from the perspectives of francophone cultures.
- O-11 Students will compare the mature of French language to their own.
- O-12 Students will compare the perspectives, practices, and products of people in different cultures.
- O-13 Students will extend their language proficiency and cultural knowledge through face-to-face encounters or through the use of technology both within and beyond the school setting.
- O-14 Students will use French to access a wider variety of resources on topics of personal interest.

GERMAN I

German I is the foundation course for the sequential study of German language, culminating with the AP Spanish Language Exam. It is designed as an introduction to the language and culture of German speaking countries, provides opportunities to achieve basic communication skills in the language, and acts as a stepping stone to the next level of study. Students learn to listen, speak, read, and write in German about familiar topics such as school, family, community, and food.

COURSE OBJECTIVES

- O-1 Students will engage in short conversations about biographical information.
- O-2 Students will engage in short conversations about personal interests.
- O-3 Students will to engage in short conversations to discuss their school experience.
- O-4 Students will engage in short conversations about their homes.
- O-5 Students will exchange information about parties and celebrations.
- O-6 Students will engage in short conversations about clothing.
- O-7 Students will engage in short conversations about leisure-time activities.
- O-8 Students will interpret simple text written in the target language.
- O-9 Students will describe themselves and their class.
- O-10 Students will write and deliver short presentations about leisure-time activities.
- O-11 Students will create a detailed presentation on clothing.
- O-12 Students will write and deliver a detailed weather report.
- O-13 Students will dramatize skits or dialogues about food.
- O-14 Students will convince others to accept an invitation to a movie.
- O-15 Students will identify and describe cultural practices of everyday life in the target countries and discuss their importance
- O-16 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-17 Students will compare the perspectives, practices, and products of people in different cultures.

GERMAN II

The German II curriculum is designed for those students who have successfully completed Level I and acts as a steppingstone to the next level of study. Students continue to develop the listening, speaking, reading, and writing skills while deepening their understanding of German culture. In German II, the focus moves from speaking in the present tense to being able to use the simple past tense effectively in familiar contexts. Topics include shopping, travel, health, and clothing.

COURSE OBJECTIVES

- O-1 Students will use engage in conversations about personal characteristics, interests, activities, and making arrangements.
- O-2 Students will express obligations, offer help, and explain preferences.
- O-3 Students will engage in familiar topics about themselves and others in the present and past tenses.
- O-4 Students will express judgment in response to personal needs or circumstances.
- O-5 Students will ask and answer questions giving justifications for their answers.
- O-6 Students will engage in conversation about personal interests.
- O-7 Students will interpret written language on familiar topics that incorporates descriptive vocabulary and expanded structures.
- O-8 Students will write and deliver short narratives about themselves and others.
- O-9 Students will write and deliver short presentations about familiar topics of personal interest.
- O-10 Students will dramatize skits or extended dialogues about health.
- O-11 Students will write short paragraphs or letters.
- O-12 Students will write and deliver short presentations about television programs and movies.
- O-13 Students will dramatize songs, poems, skits, extended dialogues, and stories about food and beverages.
- O-14 Students will identify and describe cultural practices, beliefs, and attitudes in the target countries and discuss their importance.
- O-15 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-16 Students will compare the perspectives, practices, and products of people in different cultures.

GERMAN III

The German III curriculum is designed for those students who have successfully completed German II and acts as a steppingstone to advanced level of study.

Students move from a focus on language learning as a driving force to application of language as a vehicle through which they learn about themselves, others, and the rich cultural diversity of the world of the target language. In the German III Honors course, students explore the issues, perceptions and approaches to a resolution of identified problems, and their predictions for the future. The instructional format of the German III Honors course enhances the rigor of the standard German III curriculum, encouraging the students to connect prior knowledge from other subject areas to the topic at hand, and to develop and use their language skills to acquire and analyze information as they develop critical thinking skills.

COURSE OBJECTIVES

- O-1 Students will exchange personal information about past experiences.
- O-2 Students will engage in conversations about personal appearance.
- O-3 Students will discuss interpersonal relationships.
- O-4 Students will engage in debate over social responsibility.
- O-5 Students will engage in conversations about advertising and the media.
- O-6 Students will engage in conversations about cultural misperceptions.
- O-7 Students will engage in conversations about the environment.
- O-8 Students will engage in conversations about the arts.
- O-9 Students will interpret simple text written in the target language.
- O-10 Students will write simple paragraphs about physical and emotional appearance.
- O-11 Students will write and deliver short presentations about personal conflict.
- O-12 Students will write short paragraphs about civic duties and obligations.
- O-13 Students will write and deliver short presentations about the media.
- O-14 Students will write short paragraphs or letters about the environment.
- O-15 Students will write short paragraphs about the arts.
- O-16 Students will identify and describe cultural practices in the target countries and discuss their importance.
- O-17 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-18 Students will compare the perspectives, practices, and products of people in different cultures.

GERMAN IV

The German IV curriculum is the culmination of the sequential German program. This curriculum is designed to continue the study of German language and culture, and provides opportunities to achieve advanced communication skills in the language. German IV continues to enable students to communicate with people in other cultures and countries, develop a better understanding of their own language and culture, increase their awareness of opportunities in the global community, and access additional resources and knowledge.

COURSE OBJECTIVES

- O-1 Students will discuss and defend an opinion on selected topics from the personal to the abstract.
- O-2 Students will respond to spoken and written language on a variety of topics that incorporate abstract ideas and advanced structures.
- O-3 Students will make presentations and write paragraphs on selected topics from the personal to the abstract.
- O-4 Students will explain the relationship between the perspectives and cultural practices of German-speaking countries.
- O-5 Students will explain the relationship between the perspectives and products of German-speaking countries.
- O-6 Students will use information and skills from other content areas to communicate in German incorporating advanced vocabulary and structures.
- O-7 Students will examine and explain various topics from the perspectives and cultures where German is spoken.
- O-8 Students will identify and use cognates, word roots, prefixes, suffixes, and sentence structure to construct meaning in different contexts; as described by the interpersonal, interpretive, and presentational indicators at the developing level.
- O-9 Students will compare and apply more advanced grammatical structures in the target language to English.
- O-10 Students will compare the perspectives, practices, and products of people in German cultures.
- O-11 Students will use the language both within and beyond the school community.

ITALIAN I

Italian I is the foundation course for the sequential study of Italian language, culminating with the AP Italian Language Exam. It is designed as an introduction to the language and culture of Italy, provides opportunities to achieve basic communication skills in the language, and acts as a stepping stone to the next level of study. Students learn to listen, speak, read, and write in Italian about familiar topics such as school, family, community, and food.

COURSE OBJECTIVES

- O-1 Students will engage in short conversations about biographical information.
- O-2 Students will engage in short conversations about personal interests.
- O-3 Students will engage in short conversations to express personal needs for school.
- O-4 Students will engage in short conversations about family and the house.
- O-5 Students will engage in short conversations about pets and the body.
- O-6 Students will to engage in short conversations about leisure-time activities.
- O-7 Students will engage in short conversations about getting around the city.
- O-8 Students will engage in short conversations about daily life.
- O-9 Student will interpret simple text written in the target language.
- O-10 Students will deliver short narratives about themselves.
- O-11 Students will write simple lists, simple sentences, or messages.
- O-12 Students will write and deliver short narratives about school.
- O-13 Students will make short presentations about their family and their house or apartment.
- O-14 Students will make short presentations about their pets and body parts.
- O-15 Students will write and deliver short presentations about plans for leisure-time activities.
- O-16 Students will write and deliver short presentations about getting around town.
- O-17 Students will write short presentations about daily life.
- O-18 Students will identify and describe cultural practices in the target country and discuss their importance.
- O-19 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-20 Students will compare the perspectives, practices, and products of people in different cultures.

ITALIAN II

The Italian II curriculum is designed for those students who have successfully completed Level I and acts as a steppingstone to the next level of study. Students continue to develop the listening, speaking, reading, and writing skills while deepening their understanding of Italian culture. In Italian II, the focus moves from speaking in the present tense to being able to use the simple past tense effectively in familiar contexts. Topics include shopping, travel, leisure activities, and the community.

COURSE OBJECTIVES

- O-1 Students will exchange personal information.
- O-2 Students will engage in conversations about nature.
- O-3 Students will engage in conversations about festivals.
- O-4 Students will engage in conversations about city life.
- O-5 Students will engage in conversations about dating.
- O-6 Students will express personal needs.
- O-7 Students will engage in conversations about daily life and vacations.
- O-8 Students will engage in conversations about summer activities.
- O-9 Students will interpret written language on familiar topics that incorporates descriptive vocabulary and expanded structures.
- O-10 Students will write and deliver short narratives about themselves and family members.
- O-11 Students will write and deliver short presentations about nature.
- O-12 Students will write short presentations about festivals.
- O-13 Students will write and deliver short narratives about city life.
- O-14 Students will write and deliver short presentations about dating.
- O-15 Students will dramatize short skits or dialogues about clothing and parties.
- O-16 Students will write simple paragraphs about daily life.
- O-17 Students will write and deliver short presentations about summer activities.
- O-18 Students will identify and describe cultural practices, beliefs, and attitudes in the target country and discuss their importance.
- O-19 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-20 Students will compare the perspectives, practices, and products of people in different cultures.

ITALIAN III

The Italian III curriculum is designed for those students who have successfully completed Italian II and acts as a steppingstone to advanced level of study.

Students move from a focus on language learning as a driving force to application of language as a vehicle through which they learn about themselves, others, and the rich cultural diversity of the Italian world. In the Italian III Honors course, students explore the issues, perceptions and approaches to a resolution of identified problems, and their predictions for the future. The instructional format of the Italian III Honors course is a rigorous curriculum, encouraging the students to connect prior knowledge from other subject areas to the topic at hand, and to develop and use their language skills to acquire and analyze information as they develop critical thinking skills.

COURSE OBJECTIVES

- O-1 Students will engage in conversations about school life.
- O-2 Students will engage in conversations about their lives when they were younger.
- O-3 Students will engage in conversations about leisure-time activities.
- O-4 Students will engage in conversations about shopping in Italy.
- O-5 Students will exchange personal preferences and feelings and provide limited explanation.
- O-6 Students will engage in conversations about summer vacations.
- O-7 Students will engage in conversations about the environment.
- O-8 Students will engage in conversations about the future.
- O-9 Students will interpret simple text written in the target language.
- O-10 Students will write short paragraphs, letters, or poems about school.
- O-11 Students will tell or write stories incorporating some description and detail.
- O-12 Students will write and deliver short presentations about leisure-time activities.
- O-13 Students will write and deliver short presentations about shopping in Italy.
- O-14 Students will write and deliver short presentations about personal preferences and feelings and provide limited explanations.
- O-15 Students will write and deliver short presentations about summer vacations.
- O-16 Students will use appropriate vocabulary and grammatical structures to write and deliver short presentations about the environment.
- O-17 Students will write and deliver short presentations about the future.
- O-18 Students will identify and describe cultural practices in the target country and discuss their importance.
- O-19 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-20 Students will compare the perspectives, practices, and products of people in different cultures.

ITALIAN IV

The Italian IV curriculum is the culmination of the sequential Italian program. This curriculum is designed to continue the study of Italian language and culture, and provides opportunities to achieve advanced communication skills in the language. Italian IV continues to enable students to communicate with people in other cultures and countries, develop a better understanding of their own language and culture, increase their awareness of opportunities in the global community, and access additional resources and knowledge.

COURSE OBJECTIVES

- O-1 Students will discuss or debate a wide variety of topics from the personal to the abstract level; hypothesizing, persuading, and negotiating to reach a conclusion.
- O-2 Students will analyze and make inferences about the main idea and supporting ideas of oral presentations and authentic spoken and written materials.
- O-3 Students will make presentations and write compositions on a wide variety of topics from the personal to the abstract level.
- O-4 Students will discuss and analyze cultural practices within the political, economic, social, educational, religious, and artistic realms in order to determine their global significance.
- O-5 Students will analyze, discuss, and evaluate the effects of historic and contemporary events on the culture of Italy.
- O-6 Students will use information and skills from other content areas to communicate in the target language incorporating advanced vocabulary and structures.
- O-7 Students will examine various topics from the cultural perspective of Italy.
- O-8 Students will gain insight into the nature of their own language by comparing how a different language system expresses meaning and reflects culture.
- O-9 Students will compare and apply more advanced grammatical structures in the target language to English.
- O-10 Students will extend their language proficiency and cultural knowledge through face-to-face encounters or through the use of technology.
- O-11 Students will use Italian to access a wider variety of resources on topics of personal interest.

JAPANESE I

Japanese I is the foundation course for the sequential study of Japanese language, culminating with the AP Japanese Language and Culture Exam. It is designed as an introduction to the language and culture of Japan, provides opportunities to achieve basic communication skills in the language, and acts as a stepping stone to the next level of study. Students learn to listen, speak, read, and write in Japanese about familiar topics such as school, family, leisure activities, and food and drink.

COURSE OBJECTIVES

- O-1 Students will engage in short conversations about biographical information.
- O-2 Students will engage in short conversations about personal interests and leisure time.
- O-3 Students will engage in short conversations to express personal needs for school.
- O-4 Students will exchange personal preferences about food and beverages.
- O-5 Students will engage in short conversations about family.
- O-6 Students will engage in short conversations about pets.
- O-7 Students will engage in short conversations about what they did in the past.
- O-8 Students will interpret simple text written in the target language.
- O-9 Students will deliver short narratives about themselves and others.
- O-10 Students will write short narratives about others using hiragana, katakana, and kanji.
- O-11 Students will dramatize skits or dialogues.
- O-12 Students will make short presentations and write simple sentences about themselves and others.
- O-13 Students will identify and describe cultural practices in Japan and discuss their importance.
- O-14 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-15 Students will compare the perspectives, practices, and products of people in different cultures.

JAPANESE II

The Japanese II curriculum is designed for those students who have successfully completed Level I and acts as a steppingstone to the next level of study. Students continue to develop the listening, speaking, reading, and writing skills while deepening their understanding of Japanese culture. In Japanese II, the focus moves from speaking in the present tense to being able to use the simple past tense effectively in familiar contexts. Topics include describing self and others, school, weather, and personal preferences.

COURSE OBJECTIVES

- O-1 Students will engage in short conversations about after school plans.
- O-2 Students will engage in short telephone conversations about leisure activities and plans.
- O-3 Students will describe and exchange information about where things are located and what they are like.
- O-4 Students will describe and exchange information about where people are located and what they are like.
- O-5 Students will exchange information about the logistics of getting from one place to another.
- O-6 Students will engage in short conversations about their opinions on school subjects.
- O-7 Students will exchange information about seasons and seasonal activities.
- O-8 Students will engage in short conversations about the weather.
- O-9 Students will engage in short conversations about shopping and eating out.
- O-10 Students will engage in short conversations about what they are doing.
- O-11 Students will engage in short conversations asking permission to do something.
- O-12 Students will engage in short conversations requiring specific descriptions of objects.
- O-13 Students will interpret simple texts written in the target language.
- O-14 Students will write a variety of short texts in the target language.
- O-15 Students will dramatize skits or dialogues about familiar topics.
- O-16 Students will deliver short narratives about themselves and their activities.
- O-17 Students will identify and describe cultural practices in Japan and discuss their importance.
- O-18 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-19 Students will compare the perspectives, practices, and products of people in different cultures.

JAPANESE III

The Japanese III curriculum is designed for those students who have successfully completed Japanese III and acts as a steppingstone to advanced levels of study. Students move from a focus on language learning as a driving force to application of language as a vehicle through which they learn about themselves, others, and the rich culture of the target language. Students are provided opportunities to achieve advanced communication skills in the language.

COURSE OBJECTIVES

- O-1 Students will engage in short conversations about their media preferences (film, TV, books, magazines).
- O-2 Students will engage in conversations and interviews related to Sumo.
- O-3 Students will in short conversations about their sports and musical skills, abilities and preferences.
- O-4 Students will engage in short conversations about school life.
- O-5 Students will engage in conversations related to past activities using both informal and formal verb forms.
- O-6 Students will engage in conversations and interviews related to part-time jobs, future careers, and money-spending habits.
- O-7 Students will use appropriate vocabulary and grammatical structures to engage in conversations related to travel and sightseeing.
- O-8 Students will engage in conversations related to environmental issues, recycling and conservation.
- O-9 Students will engage in conversations related to TV variety shows, interviews and game shows.
- O-10 Students will interpret simple text written in the target language.
- O-11 Students will use a Japanese kanji dictionary to find kanji using the “onyomi”, “kunyomi” or radical.
- O-12 Students will create and present multi-paragraph texts, with linked sentences.
- O-13 Students will dramatize skits and dialogues.
- O-14 Students will identify and describe cultural practices in Japan and discuss their importance.
- O-15 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-16 Students will compare the perspectives, practices, and products of people in different cultures.

JAPANESE IV

Japanese IV is designed to provide a smooth transition from Level III while preparing students to continue their study in Level V leading to the Advanced Placement Exam in Japanese language and culture. Students are provided with opportunities to develop greater communication skills in the language.

COURSE OBJECTIVES

- O-1 Students will engage in conversations to exchange information about themselves.
- O-2 Students will exchange information about neighborhoods and commuting lifestyle.
- O-3 Students will engage in conversations about daily activities.
- O-4 Students will discuss weather and season related topics.
- O-5 Students will discuss family, hobbies and sports.
- O-6 Students will discuss food, meals, cooking, and eating habits.
- O-7 Students will respond to spoken and written language on a variety of topics that incorporate advanced structures.
- O-8 Students will write and deliver presentations related to self, family, hobbies, jobs, school schedules, food, weather and other familiar topics.
- O-9 Students will write and deliver presentations on Japanese culture.
- O-10 Students will dramatize situations related to daily life, hobbies, jobs, school, sports, food and other familiar topics.
- O-11 Students will explain the relationship between the perspectives and the products of the target countries.
- O-12 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-13 Students will compare and apply more advanced grammatical structures in the target language to English.
- O-14 Students will compare the perspectives, practices and products of people in different cultures.

JAPANESE V

The Japanese V curriculum is a continuation of the sequential Japanese program leading to the Advanced Placement Exam in Japanese language and culture. This curriculum is designed to continue the study of Japanese language and culture of Japan, and provides opportunities to achieve advanced communication skills in the language. Japanese V continues to enable students to communicate with people in other cultures and countries, develop a better understanding of their own language and culture, increase their awareness of opportunities in the global community, and access additional resources and knowledge.

COURSE OBJECTIVES

- O-1 Students will respond to spoken and written language on a variety of topics related to information about themselves.
- O-2 Students will respond to spoken and written language on a variety of topics related to shopping.
- O-3 Students will respond to spoken and written language on a variety of topics related to health, fitness, and leisure.
- O-4 Students will respond to spoken and written language on a variety of topics related to school and academics.
- O-5 Students will respond to spoken and written language on a variety of topics related to food and holiday customs.
- O-6 Students will respond to spoken and written language on a variety of topics related to being an exchange student.
- O-7 Students will respond to spoken and written language on a variety of topics related to entertainment.
- O-8 Students will write and deliver presentations about Japanese culture information related to travel.
- O-9 Students will write and deliver presentations about Japanese cultural arts.
- O-10 Students will explain the relationship between the perspectives and the products of Japan.
- O-11 Students will interact according to social and cultural patterns of behavior in real-life situations.
- O-12 Students will compare and apply more advanced grammatical structures in the target language to English.

JAPANESE VI

The Japanese VI curriculum is a continuation of the sequential Japanese program leading to the Advanced Placement Exam in Japanese language and culture. This curriculum is designed to continue the study of Japanese language and culture of Japan, and provides opportunities to achieve advanced communication skills in the language. Japanese VI continues to enable students to communicate with people in other cultures and countries, develop a better understanding of their own language and culture, increase their awareness of opportunities in the global community, and access additional resources and knowledge.

COURSE OBJECTIVES

- O-1 Students will respond to spoken and written language expressing obligations and opinions about how one should or should not proceed in a variety of situations.
- O-2 Students will respond to spoken and written language on a variety of topics related to environmental practices and concerns.
- O-3 Students will respond to spoken and written language on a variety of topics related to intended and unintended consequences of their actions.
- O-4 Students will respond to spoken and written language related to the logistics of travel in Japan using temporal clauses.
- O-5 Students will respond to spoken and written language on a variety of topics related to rail travel throughout Japan.
- O-6 Students will respond to spoken and written language on a variety of topics related to giving and receiving advice in a variety of situations.
- O-7 Students will write and deliver presentations about Japanese culture information related to travel.
- O-8 Students will write and deliver presentations about Japanese environmental concerns and environmental protection efforts.
- O-9 Students will respond to spoken and written language on a variety of topics related to part time employment.
- O-10 Students will research and explain the relationship between the perspectives and cultural practices of Japan.
- O-11 Students will interact according to social and cultural patterns of behavior in real-life situations.
- O-12 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-13 Students will compare and apply more advanced grammatical structures in the target language to English.
- O-14 Students will compare the perspectives, practices and products of people in different cultures.

JAPANESE VII

The Japanese VII curriculum is a continuation of the sequential Japanese program leading to the Advanced Placement Exam in Japanese language and culture. This curriculum is designed to continue the study of Japanese language and culture of Japan, and provides opportunities to achieve advanced communication skills in the language. Japanese VII continues to enable students to communicate with people in other cultures and countries, develop a better understanding of their own language and culture, increase their awareness of opportunities in the global community, and access additional resources and knowledge.

COURSE OBJECTIVES

- O-1 Students will respond to spoken and written language incorporating more advanced vocabulary and structures on topics relating to teenage lifestyle in Japan.
- O-2 Students will respond to spoken and written language incorporating more advanced vocabulary and structures on topics relating to the celebration of rites of passage in Japanese culture.
- O-3 Students will respond to spoken and written language incorporating more advanced vocabulary and structures on topics relating to future plans beyond high school.
- O-4 Students will respond to spoken and written language incorporating more advanced vocabulary and structures on topics relating to natural phenomena and disasters.
- O-5 Students will respond to spoken and written language incorporating more advanced vocabulary and structures on topics relating to relief efforts and volunteerism.
- O-6 Students will respond to spoken and written language incorporating more advanced vocabulary and structures on topics relating to the benefits and challenges of living abroad.
- O-7 Students will analyze and make inferences about the main idea and supporting ideas of oral presentations and authentic spoken and written materials relating to the life of teenagers in Japan.
- O-8 Students will analyze and make inferences about the main idea and supporting ideas of oral presentations and authentic spoken and written materials relating to natural disasters and disaster relief.
- O-9 Students will analyze and make inferences about the main idea and supporting ideas of oral presentations and authentic spoken and written materials relating to the celebration of Japanese rites of passage.
- O-10 Students will examine the role and importance of various natural events and disasters within the Japanese psyche.
- O-11 Students will examine the role and importance of the celebration of rites of passage within Japanese culture.
- O-12 Students will analyze, evaluate and explain how beliefs, perspectives and attitudes influence the current educational system and proposals for its reform.
- O-13 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-14 Students will compare and apply more advanced grammatical structures in the target language to English.

O-15 Students will compare the perspectives, practices and products of people in different cultures.

LATIN I

The Latin I curriculum is the foundation for the sequential Latin language program and is designed as an introduction to the language and culture of Ancient Rome. It provides opportunities for students to make comparisons and connections between the practices of ancient times and those of the modern world and acts as a steppingstone to the next level of study. In Latin I, students begin to understand and appreciate the contributions of ancient Romans to modern Western civilization and culture, develop a better understanding of their own language and culture, and extend their English vocabulary through the study of Latin roots, prefixes, suffixes, and cognates.

COURSE OBJECTIVES

- O-1 Students will translate written Latin that incorporates 1st, 2nd, and 3rd declension nouns with strong visual support.
- O-2 Students will translate written Latin that incorporates basic verb structures with strong visual support.
- O-3 Students will translate written Latin that incorporates 1st, 2nd, and 3rd declension adjectives with strong visual support.
- O-4 Students will translate written Latin that incorporates prepositional phrases and adverbs with strong visual support.
- O-5 Students will present simple information, concepts, and ideas to an audience of listeners and readers on familiar topics.
- O-6 Students will explain the daily life and thought of the ancient Romans, gained from Latin and English texts they read.
- O-7 Students will identify architectural styles, art forms and artifacts of the Romans and use them in analyzing Roman culture.
- O-8 Students will access and apply information and skills from other content areas to extend knowledge and skills in Latin.
- O-9 Students will examine the Roman world by reading passages of Latin and English with a culturally authentic setting.
- O-10 Students will use Latin etymology to examine and expand their vocabulary in English.
- O-11 Students will compare their own culture with that of the Roman world.

LATIN II

The Latin II curriculum is designed for those students who have successfully completed Level I and acts as a steppingstone to the next level of study. Students continue to develop the skills needed for reading, translating, and interpreting literary passages while deepening their understanding of ancient Roman culture. Students who have studied another Romance language can begin the study of Latin in Latin I-II Honors.

COURSE OBJECTIVES

- O-1 Students will translate written Latin that incorporates 1st, 2nd, 3rd, 4th, and 5th declension nouns with expanded structures.
- O-2 Students will translate written Latin that incorporates Latin verbs with expanded structures.
- O-3 Students will translate written Latin that incorporates 1st, 2nd, and 3rd declension adjectives with expanded structures.
- O-4 Students will translate written Latin that incorporates descriptive vocabulary and expanded substantive structures.
- O-5 Students will present information, concepts and ideas to an audience of listeners and readers on familiar topics.
- O-6 Students will describe the daily life and thought of the ancient Romans gained from Latin and English texts and explain how they reflect the culture of Ancient Rome.
- O-7 Students will identify architectural styles, art forms and artifacts of the Romans and use them in describing Roman culture.
- O-8 Students will access and apply information and skills from other content areas to extend knowledge and skills in Latin.
- O-9 Students will acquire information about the Roman world by reading passages of Latin and English with culturally authentic setting.
- O-10 Students will gain insight into the nature of their own language by comparing how a different language system expresses meaning and reflects culture.
- O-11 Students will compare and contrast their own culture with that of the Roman world.
- O-12 Students will present information, concepts and ideas to an audience of listeners and readers on a wider variety of topics.

LATIN III

The Latin III curriculum is designed for those students who have successfully completed Latin II and acts as a steppingstone to the next level of study. Students continue the study of the grammar and structure of the Latin language through the context of extended readings while preparing students to read authentic Latin literature.

COURSE OBJECTIVES

- O-1 Students will translate written Latin that incorporates complex sentence structures.
- O-2 Students will translate written Latin that incorporates Latin verbs with complex structures.
- O-3 Students will translate written Latin that incorporates Latin adjectives with complex structures.
- O-4 Students will translate written Latin that incorporates Latin adverbs with complex structures.
- O-5 Students will translate written Latin that incorporates Latin nouns in complex ablative case structures.
- O-6 Students will translate written Latin that incorporates Latin nouns in complex accusative case structures.
- O-7 Students will examine daily life and thought of the ancient Romans through Latin and English texts.
- O-8 Students will examine and describe Ancient Roman culture through the works of an author, a genre, and/or a literary period in Ancient Rome.
- O-9 Students will access and apply information and skills from other content areas to advance knowledge and skills in Latin.
- O-10 Students will acquire information about the Roman world by reading passages of Latin and English with culturally authentic settings.
- O-11 Students will gain insight into the nature of their own language by comparing how a different language system expresses meaning and reflects culture.
- O-12 Students will compare and contrast their own culture with that of the Roman world.

LATIN IV

The Latin IV curriculum is designed for those students who have successfully completed Latin III and acts as a steppingstone to the AP level of study. Students continue the study of the grammar and structure of the Latin language through the context of extended readings while preparing students to read authentic Latin literature.

COURSE OBJECTIVES

- O-1 Students will read and translate written Latin on a variety of topics that incorporate abstract ideas and a variety of advanced structures.
- O-2 Students will read and translate written Latin on a variety of topics that incorporate abstract ideas and more advanced verb forms used in complex sentence structures.
- O-3 Students will read and translate written Latin on a variety of topics that incorporate abstract ideas and result clauses.
- O-4 Students will read and translate written Latin on a variety of topics that incorporate abstract ideas and purpose clauses.
- O-5 Students will read and translate written Latin on a variety of topics that incorporate abstract ideas and selected irregular verbs or other specialized verb forms.
- O-6 Students will present information, concepts, and ideas to an audience of listeners and readers on more complex topics.
- O-7 Students will summarize the perspectives of Roman thought and its impact on the daily practices.
- O-8 Students will summarize the impact of the Roman thought and perspective on the religious aspects of daily life.
- O-9 Students will relate their reading of selected literary and non-literary texts to Roman culture.
- O-10 Students will access and apply information and skills from other content areas to extend knowledge and skills in Latin.
- O-11 Students will acquire information about the Roman world by reading adapted or selected Latin sources.
- O-12 Students will demonstrate the relationship of Latin words to their derivatives and cognates in English.
- O-13 Students will compare the perspectives, practices, and products of people in different cultures.

LATIN V

AP Latin Literature is designed to continue the study of advanced grammar and structure of the Latin language through the context of authentic Latin literature. At the end of the program, students may take the Advanced Placement Exam in Latin Literature.

COURSE OBJECTIVES

- O-1 Students will read and interpret selected works by the Roman poets Catullus and Ovid.
- O-2 Students will recognize, explain, and interpret content and features of style and meter of selected works by the Roman poets Catullus and Ovid.
- O-3 Students will write compositions on selected works by the Roman poets Catullus and Ovid.
- O-4 Students will explain the relationship between the philosophy, religion, and the arts of the ancient Romans and the cultural perspectives of the time.
- O-5 Students will analyze the authentic materials of an author, a genre, and/or a literary period and their relationship to Roman culture.
- O-6 Students will access and apply information and skills from other content areas to extend knowledge and skills in Latin.
- O-7 Students will read Latin literature to analyze examples of world literature.
- O-8 Students will demonstrate the relationship of Latin words to their derivatives and cognates in English and apply the principles of word building and word transfer.
- O-9 Students will make comparisons and draw conclusions about the influence of Roman history, private and public life, art, and architecture on their own world.
- O-10 Students will examine the perspectives of the philosophy, religion, and arts of the ancient Romans as reflected in the works of Catullus and Ovid.

LATIN VI

AP Latin Literature is designed to continue the study of advanced grammar and structure of the Latin language through the context of authentic Latin literature. At the end of the program, students may take the Advanced Placement Exam in Latin Literature.

COURSE OBJECTIVES

- O-1 Students will read and interpret selected works by the Roman poet, Vergil.
- O-2 Students will recognize, explain, and interpret content and features of style and meter of selected works by the Roman poet, Vergil.
- O-3 Students will write compositions on selected works by the Roman poet, Vergil.
- O-4 Students will describe how the perspectives of Ancient Roman are reflected in the philosophy, religion, and arts as depicted in Vergil.
- O-5 Students will read and translate various authentic materials and unadapted texts in Latin to identify the relationship between perspectives and products in Ancient Roman culture.
- O-6 Students will access and apply information and skills from other content areas to extend knowledge and skills in Latin.
- O-7 Students will use characteristics of Latin literature to analyze passages in world literature.
- O-8 Students will make comparisons and draw conclusions about the influence of Roman history, private and public life, art, and architecture on their own world.

SPANISH I

Spanish I is the foundation course for the sequential study of Spanish language, culminating with the AP Spanish Language Exam. It is designed as an introduction to the language and culture of Spanish speaking countries, provides opportunities to achieve basic communication skills in the language, and acts as a stepping stone to the next level of study. Students learn to listen, speak, read, and write in Spanish about familiar topics such as school, family, community, and food.

COURSE OBJECTIVES

- O-1 Students will meet others and exchange personal information.
- O-2 Students will engage in short conversations describing people and telling what they like.
- O-3 Students will exchange personal preferences and feelings about leisure-time activities.
- O-4 Students will short conversations to express personal needs for school.
- O-5 Students will exchange personal preferences about food.
- O-6 Students will engage in short conversations about pets.
- O-7 Students will engage in short conversations to express personal needs.
- O-8 Students will engage in short conversations about daily routine and health.
- O-9 Students will interpret simple text written in the target language.
- O-10 Students will deliver short narratives about themselves.
- O-11 Students will write simple lists, simple sentences, messages, or poems.
- O-12 Students will write and deliver short presentations about school.
- O-13 Students will write and deliver short presentations about plans for leisure-time activities.
- O-14 Students will dramatize skits or dialogues about meals.
- O-15 Students will make short presentations and write simple sentences about their family, self, and home.
- O-16 Students will dramatize skits or dialogues about clothing and shopping.
- O-17 Students will tell or write a simple story.
- O-18 Students will identify and describe cultural practices in the target countries and discuss their importance.
- O-19 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-20 Students will compare the perspectives, practices, and products of people in different cultures.

SPANISH II

The Spanish II curriculum is designed for those students who have successfully completed Level I and acts as a steppingstone to the next level of study. Students continue to develop the listening, speaking, reading, and writing skills while deepening their understanding of Hispanic culture. In Spanish II, the focus moves from speaking in the present tense to being able to use the simple past tense effectively in familiar contexts. Topics include shopping, travel, celebrations, and the environment. Students who have studied another Romance language can begin the study of Spanish in Spanish I-II Honors.

COURSE OBJECTIVES

- O-1 Students will engage in conversations about personal interests; including what they do, are doing, and plan to do.
- O-2 Students will exchange personal preferences and feelings about the house and chores and provide limited explanation.
- O-3 Students will make suggestions in response to personal needs or circumstances.
- O-4 Students will engage in conversations in the present and past about themselves and their community.
- O-5 Students will exchange personal preferences and feelings concerning television and movies and provide limited explanation.
- O-6 Students will ask and answer questions, giving reasons for their answers.
- O-7 Students will make suggestions in response to personal needs or circumstances.
- O-8 Students will engage in conversations in the present and past tenses on familiar topics about themselves and their community.
- O-9 Students will interpret written language on familiar topics that incorporates descriptive vocabulary and expanded structures.
- O-10 Students will write and deliver short narratives about themselves, their family, or friends.
- O-11 Students will write and deliver short presentations about familiar topics of personal interest.
- O-12 Students will dramatize skits or extended dialogues about health topics.
- O-13 Students will write short paragraphs, letters, or poems.
- O-14 Students will write and deliver short presentations about television programs and movies.
- O-15 Students will dramatize songs, poems, skits, extended dialogues, and stories about dining and foods.
- O-16 Students will write and deliver short presentations about environmental concerns.
- O-17 Students will tell or write stories incorporating some description and detail.
- O-18 Students will identify and describe cultural practices, beliefs, and attitudes in the target countries and discuss their importance.
- O-19 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-20 Students will compare the perspectives, practices, and products of people in different cultures.

SPANISH III

The Spanish III curriculum is designed for those students who have successfully completed Spanish II and acts as a steppingstone to advanced levels of study. Students move from a focus on language learning as a driving force to application of language as a vehicle through which they learn about themselves, others, and the rich cultural diversity of the world of the target language. In the Spanish III Honors Unit students explore the environmental issues of the world, perceptions and approaches to a resolution of identified problems, and their predictions for the future. The format of the Spanish III Honors Unit enhances the rigor of the standard Spanish III curriculum, encouraging the students to connect prior knowledge from other subject areas to the topic at hand, and to develop and use their language skills to acquire and analyze information as they develop critical thinking skills.

COURSE OBJECTIVES

- O-1 Students will exchange personal preferences and feelings and provide limited explanation.
- O-2 Students will engage in conversations about their daily activities.
- O-3 Students will engage in conversations about their lives when they were younger.
- O-4 Students will ask and answer questions, giving reasons for their answers.
- O-5 Students will exchange personal preferences and feelings about personal items.
- O-6 Students will engage in conversations in the present, past, and future to talk about life in the future.
- O-7 Students will interpret simple text written in the target language.
- O-8 Students will write short paragraphs, letters, or poems about school.
- O-9 Students will write simple paragraphs about daily routine.
- O-10 Students will write and deliver short presentations about clothing and shopping.
- O-11 Students will write short paragraphs or letters about leisure-time activities.
- O-12 Students will tell or write stories incorporating some description and detail.
- O-13 Students will write short paragraphs, letters, or poems about family and family celebrations.
- O-14 Students will retell or write stories incorporating some description and detail.
- O-15 Students will write simple paragraphs about the future.
- O-16 Students will identify and describe cultural practices in the target countries and discuss their importance.
- O-17 Students will access and apply information and skills from other content areas to extend knowledge and skills in the target language.
- O-18 Students will compare the perspectives, practices, and products of people in different cultures.

SPANISH IV

Spanish IV *Nuevas Vistas* is a challenging course designed to provide high school students with a new perspective on language acquisition. It provides experiences that will enable students to achieve the three overarching course objectives: to use Spanish to acquire new knowledge, to develop understanding of the cultures of the Spanish-speaking world, and to use Spanish for effective day-to-day communication. In acquiring new knowledge through Spanish, students work collaboratively and independently, find and use resources that build and expand their knowledge, and use knowledge and inquiry skills through interdisciplinary channels to acquire additional knowledge and skills in Spanish, while monitoring and evaluating their own performance.

In Spanish IV *Nuevas Vistas* students discover the contributions of contemporary as well as historic figures from the Spanish-speaking world in the fields of art, literature, music, science, math, economics, trade, and politics.

COURSE OBJECTIVES

- O-1 Students will discuss and defend an opinion on selected topics from the personal to the abstract.
- O-2 Students will respond to spoken and written language on a variety of topics that incorporate abstract ideas and advanced structures.
- O-3 Students will make presentations and write paragraphs on selected topics from the personal to the abstract.
- O-4 Students will explain the relationship between the perspectives and cultural practices of Spanish-speaking countries.
- O-5 Students will explain the relationship between the perspectives and products of Spanish-speaking countries.
- O-6 Students will use information and skills from other content areas to communicate in the target language incorporating advanced vocabulary and structures.
- O-7 Students will identify and use cognates, word roots, prefixes, suffixes and sentence structure to construct meaning in different contexts.
- O-8 Students will examine and explain various topics from the perspectives of cultures where Spanish is spoken.
- O-9 Students will compare and apply more advanced grammatical structures in the target language to English.
- O-10 Students will compare the perspectives, practices, and products of people in Hispanic cultures.
- O-11 Students will use the language both within and beyond the school setting.

SPANISH V

The Spanish V curriculum is a continuation of the sequential Spanish program leading to the Advanced Placement Exam in Spanish language. This curriculum is designed to continue the study of Spanish language and culture, and provides opportunities to achieve advanced communication skills in the language. Spanish V continues to enable students to communicate with people in other cultures and countries, develop a better understanding of their own language and culture, increase their awareness of opportunities in the global community, and access additional resources and knowledge.

COURSE OBJECTIVES

- O-1 Students will discuss or debate a wide variety of topics from the personal to the abstract level; hypothesizing, persuading, and negotiating to reach a conclusion.
- O-2 Students will analyze and make inferences about the main idea and supporting ideas of oral presentations and authentic spoken and written materials.
- O-3 Students will make presentations and write compositions on a wide variety of topics from the personal to the abstract level.
- O-4 Students will make presentations and write compositions on a wide variety of topics from the personal to the abstract level.
- O-5 Students will discuss and analyze cultural practices within the political, economic, social, educational, religious, and artistic realms in order to determine their global significance.
- O-6 Students will discuss and analyze the products from the political, economic, social, educational, and artistic realms in order to determine their global significance.
- O-7 Students will use information and skills from other content areas to communicate in the target language incorporating advanced vocabulary and structures.
- O-8 Students will examine various topics from the perspectives of other cultures where Spanish is spoken.
- O-9 Students will gain insight into the nature of their own language by comparing how a different language system expresses meaning and reflects culture.
- O-10 Students will compare and apply more advanced grammatical structures in the target language to English.
- O-11 Students will compare the perspectives, practices, and products of people in different cultures.
- O-12 Students will extend their language proficiency and cultural knowledge through face-to-face encounters or through the use of technology, both within and beyond the school setting.
- O-13 Students will use Spanish to access a wider variety of resources on topics of personal interest.

SPANISH VI

The Spanish VI curriculum is the culmination of the sequential Spanish program leading to the Advanced Placement Exam in Spanish language. This curriculum is designed to continue the study of Spanish language and culture, and provides opportunities to achieve advanced communication skills in the language. Spanish VI continues to enable students to communicate with people in other cultures and countries, develop a better understanding of their own language and culture, increase their awareness of opportunities in the global community, and access additional resources and knowledge.

COURSE OBJECTIVES

- O-1 Students will discuss or debate a wide variety of topics from the personal to the abstract level, hypothesizing, persuading, and negotiating to reach a conclusion.
- O-2 Students will use a variety of authentic resources, language experiences, and strategies to derive and negotiate meaning more independently.
- O-3 Students will make presentations and write compositions on a wide variety of topics from the personal to the abstract level.
- O-4 Students will discuss and analyze cultural practices within the political, economic, social, educational, and artistic realms in order to determine their global significance.
- O-5 Students will analyze, discuss, and evaluate the effects of historic and contemporary events on the cultures of Spanish-speaking countries.
- O-6 Students will use information and skills from other content areas to communicate in Spanish incorporating advanced vocabulary and structures.
- O-7 Students will examine a variety of topics from the perspectives of other cultures where Spanish is spoken.
- O-8 Students will gain insight into the nature of their own language by comparing how a different language system expresses meaning and reflects culture.
- O-9 Students will compare and apply more advanced grammatical structures in the target language to English.
- O-10 Students will compare the perspectives, practices, and products of people in different cultures.
- O-11 Students will extend their language proficiency and cultural knowledge through face-to-face encounters or through the use of technology both within and beyond the school setting.
- O-12 Students will use Spanish to access a wider variety of resources on topics of personal interest.

SPANISH VII

The Spanish VII curriculum is the culmination of the sequential Spanish program leading to the Advanced Placement Exam in Spanish language. This curriculum is designed to continue the study of Spanish language and culture, and provides opportunities to achieve advanced communication skills in the language. Spanish VII continues to enable students to communicate with people in other cultures and countries, develop a better understanding of their own language and culture, increase their awareness of opportunities in the global community, and access additional resources and knowledge.

COURSE OBJECTIVES

- O-1 Students will discuss or debate a wide variety of topics from the personal to the abstract level, hypothesizing, persuading, and negotiating to reach a conclusion.
- O-2 Students will use a variety of authentic resources, language experiences, and strategies to derive and negotiate meaning more independently.
- O-3 Students will make presentations and write compositions on a wide variety of topics from the personal to the abstract level.
- O-4 Students will discuss and analyze cultural practices within the political, economic, social, educational, and artistic realms in order to determine their global significance.
- O-5 Students will analyze, discuss, and evaluate the effects of historic and contemporary events on the cultures of Spanish-speaking countries.
- O-6 Students will use information and skills from other content areas to communicate in Spanish incorporating advanced vocabulary and structures.
- O-7 Students will examine a variety of topics from the perspectives of other cultures where Spanish is spoken.
- O-8 Students will gain insight into the nature of their own language by comparing how a different language system expresses meaning and reflects culture.
- O-9 Students will compare and apply more advanced grammatical structures in the target language to English.
- O-10 Students will compare the perspectives, practices, and products of people in different cultures.
- O-11 Students will extend their language proficiency and cultural knowledge through face-to-face encounters or through the use of technology both within and beyond the school setting.
- O-12 Students will use Spanish to access a wider variety of resources on topics of personal interest.