

**Baltimore County Public Schools**  
**World Languages – First Level**  
**French, German, Italian, and Spanish**

In the first level language course, students communicate in the language being studied both orally and in writing. Emphasis is on gaining proficiency in listening and speaking skills. Students are introduced to the arts and culture of countries where the languages are spoken. First level is organized by language functions necessary for basic communication.

**Content**

Students will

- exchange greetings and farewells
- describe selves and others
- use numbers to count and express quantity
- express dates and tell time
- describe weather
- identify and describe family members
- identify leisure activities
- identify articles of clothing
- identify basic foods
- express food preferences
- identify places in the community
- identify classroom objects
- compare school subjects
- make purchases using target currency
- identify and compare transportation
- name geographical features
- name national holidays
- identify countries where the target language is spoken
- develop an awareness of the target cultures, the geography, arts, notable figures, and events

**Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – First Level**  
**Japanese**

In the first level Japanese course, students communicate in the language being studied both orally and in writing. Emphasis is on gaining proficiency in listening and speaking skills. Students are introduced to the arts and culture of Japan. First level is organized by language functions necessary for basic communication.

## **Content**

Students will

- exchange greetings and farewells
- describe selves, pets, family members, and others
- use numbers to express quantity and age
- use counters to count objects, pets, and people
- describe weather
- identify leisure activities
- identify basic foods and cultural customs associated with food
- tell time and exchange opinions
- identify places in the community
- identify classroom objects and school supplies
- compare school subjects and express opinions about school schedules and club activities
- identify and compare transportation
- identify Japanese national holidays and their significance
- describe a typical Japanese home
- read and write *hiragana*, *katakana*, and select *kanji* characters
- compare American social customs with those of the Japanese culture
- develop an awareness of the target cultures, the geography, arts, notable figures, and events

## **Skills**

Students develop the following skills that support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – First Level**  
**Latin**

In the first level Latin course, students explore Latin language and culture. Students focus on reading and interpreting literary passages adapted from the language of Ancient Rome and discover connections between ancient culture and that of today. They use Latin to extend their English vocabulary through the study of Latin roots, prefixes, suffixes, and cognates.

**Content**

Students will

- recognize and reproduce the sounds of classical Latin
- respond to simple oral and written questions, statements, and commands
- summarize and paraphrase stories
- compare and contrast the ancient Roman and modern worlds
- expand English vocabulary with derivatives and cognates from Latin
- strengthen English word-attack skills through Latin roots, prefixes and suffixes
- recognize and contextualize general Latin phrases, mottoes, and abbreviations
- examine the structural differences in the Latin and English languages
- investigate Roman and Greek religions
- use and translate simple sentence structures

**Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Reading
- Translation
- English word attack skills
- Writing
- Listening
- Speaking
- Grammar
- Usage
- Mechanics
- Composing

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Second Level**  
**French**

The second level French course continues to reinforce communicative skills introduced in the first level. The proficiency-oriented approach encourages students to use the language in meaningful contexts both in and beyond the classroom. Students study and compare the cultures of the countries where the target language is spoken and make connections with other disciplines. Learning to express actions that take place in the simple past is the hallmark of Level II French.

### **Content**

Students will

- make and answer phone calls
- describe daily activities
- describe clothing and accessories
- make and discuss travel plans
- discuss places, activities, and transportation in town
- ask for and give directions
- describe homes and furnishings
- describe and characterize self and others
- express preferences about sports, pastimes, and personal interests
- make purchases
- ask for, offer, accept, and refuse food in a restaurant setting
- inquire about and relate past events
- make and respond to requests, advice, and suggestions
- ask for and express opinions
- pay and respond to compliments
- develop an awareness of the target cultures, the geography, arts, notable figures, and events

### **Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Second Level**  
**German**

The second level German course continues to reinforce communicative skills introduced in the first level. The proficiency-oriented approach encourages students to use the language in meaningful contexts both in and beyond the classroom. Students study and compare the cultures of the countries where the target language is spoken and make connections with other disciplines. Learning to express actions that take place in the simple past is the hallmark of Level II German.

### **Content**

Students will

- describe themselves and others
- ask for and share information about themselves and others
- express likes, dislikes, preferences, and favorites
- describe places
- ask for and give directions
- describe clothing
- make and discuss plans
- express regret, skepticism, certitude, hope, surprise, indecision, or doubt
- order a meal in a restaurant
- ask for, give, and respond to advice or suggestions
- express wishes about a variety of topics
- discuss parties and gift giving
- report past events
- develop an awareness of the target cultures, the geography, arts, notable figures, and events

### **Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Second Level**  
**Italian**

The second level Italian course continues to reinforce communicative skills introduced in the first level. The proficiency-oriented approach encourages students to use the language in meaningful contexts both in and beyond the classroom. Students study and compare the cultures of the countries where the target language is spoken and make connections with other disciplines. Learning to express actions that take place in the simple past is the hallmark of Level II Italian.

**Content**

Students will

- exchange information about themselves and others
- describe daily routines
- make travel plans
- discuss places and activities in the community
- express preferences
- describe television shows and movies
- discuss sports and leisure time activities
- describe the environment
- describe and state preferences about clothing
- identify and describe family members
- order a meal in a restaurant
- make social plans
- state and defend opinions
- develop an awareness of the target culture, the geography, arts, notable figures, and events

**Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Second Level**  
**Japanese**

The second level Japanese course continues to reinforce communicative skills introduced in the first level. The proficiency-oriented approach encourages students to use the language in meaningful contexts both in and beyond the classroom. Students study and compare the culture of Japan and make connections with other disciplines. Learning to express actions that take place in the past is an important component of Level II Japanese.

## **Content**

Students will

- introduce and describe themselves and others
- use appropriate greetings and farewells
- use counters to count objects of differing shapes
- express the cultural significance of colors
- ask and answer questions about location of objects and people
- identify traditional Japanese dishes and their ingredients
- order in a restaurant using a Japanese menu
- ask and answer questions about clothing
- describe weather conditions, temperature, and natural phenomena
- express preferences about sports and leisure time activities
- identify the rooms of the house and related activities
- order a meal in a restaurant
- make purchases using culturally appropriate etiquette
- read and write *hiragana* and *katakana*
- read and write select *kanji* characters
- identify culturally unique features of a Japanese cartoon
- demonstrate an understanding of and analyze the cultural conventions expressed in Japanese *haiku*
- develop an awareness of the target cultures, the geography, arts, notable figures, and events

## **Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Second Level**  
**Latin**

In the second level Latin course, students continue to explore Latin language and culture. Students explore life in Ancient Rome, make comparisons with modern culture, and make connections with other disciplines. In second level Latin, students read and translate a variety of works with increasingly complex structures to expand their knowledge of the Roman world

**Content**

Students will

- recognize and reproduce the sounds of classical Latin
- respond to increasingly complex oral or written questions, statements, and commands
- describe the political structure of the Early Roman Republic
- describe conditions and modes of Roman travel
- identify major landmarks in the city of Rome
- examine various aspects of daily Roman life
- compare and contrast the ancient Roman and modern worlds
- expand English vocabulary with derivatives and cognates from Latin
- strengthen English word-attack skills through Latin roots, prefixes and suffixes
- translate selected Latin phrases, mottoes, and abbreviations
- examine the structural differences in the Latin and English languages
- use increasingly complex Latin grammatical structures

**Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Reading
- Translation
- English word attack skills
- Writing
- Listening
- Speaking
- Grammar
- Usage
- Mechanics
- Composing

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Second Level**  
**Spanish**

The second level Spanish course continues to reinforce communicative skills introduced in the first level. The proficiency-oriented approach encourages students to use the language in meaningful contexts both in and beyond the classroom. Students study and compare the cultures of the countries where the target language is spoken and make connections with other disciplines. Learning to express actions that take place in the simple past is the hallmark of Level II Spanish.

### **Content**

Students will

- describe homes, furnishings and household chores
- describe illnesses and suggest possible treatments
- discuss places, activities, and transportation in the community
- identify products and items related to places in the community
- ask for and give directions
- discuss television shows and movies
- express need and order a meal in a restaurant
- describe the natural environment and its conservation
- make plans for giving or attending a party
- make and acknowledge introductions
- express preferences
- express, ask for, and defend an opinion
- make purchases
- express starting and ending times and duration
- inquire about and relate past events
- develop an awareness of the target cultures, the geography, arts, notable figures, and events

### **Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Third Level**  
**French**

The third level French course is an intermediate course. It continues to reinforce communicative skills introduced in the first two levels and acts as a bridge to upper level study. Reading and writing skills are given additional emphasis at this level. Students continue to study and compare the cultures of the countries where the target language is spoken and make connections with other disciplines. Students will expand their communicative skills by describing events in the past, and future in a variety of ways.

### **Content**

Students will

- offer, accept, and reject explanations
- offer and accept an apology
- describe travel, outdoor activities, and the environment
- describe leisure activities, books, movies, and music
- discuss nutrition, health, and fitness
- plan a party
- ask for and offer opinions
- ask for, offer, and accept advice
- make and respond to suggestions
- ask for and give directions
- express disbelief, doubt, indifference, dissatisfaction, and enthusiasm
- identify and describe people, places, and things
- describe and reminisce about how things used to be
- sequence and summarize a story
- express concern for others in a variety of settings
- develop an awareness of the target cultures, the geography, arts, notable figures, and events

### **Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Third Level**  
**German**

The third level German course is an intermediate course. It continues to reinforce communicative skills introduced in the first two levels and acts as a bridge to upper level study. Reading and writing skills are given additional emphasis at this level. Students continue to study and compare the cultures of the countries where the target language is spoken and make connections with other disciplines. Students will expand their communicative skills by describing events in the past, present, and future in a variety of ways.

### **Content**

Students will

- discuss health-related issues
- describe personal routines
- ask and answer questions about biographical information
- state personal preferences
- describe household appliances and chores
- extend and accept social invitations
- discuss places, activities, and transportation in the community
- make purchases
- make travel plans
- state preferences about leisure time activities
- summarize major current events
- research information about selected personalities of the target culture
- research selected literature, art, and music of the target culture
- develop an awareness of the target cultures, the geography, arts, notable figures, and events

### **Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher*

**Baltimore County Public Schools**  
**World Languages – Third Level**  
**Italian**

The third level Italian course is an intermediate course. It continues to reinforce communicative skills introduced in the first two levels and acts as a bridge to upper level study. Reading and writing skills are given additional emphasis at this level. Students continue to study and compare the cultures of the countries where the target language is spoken and make connections with other disciplines. Students will expand their communicative skills by describing events in the past, present, and future in a variety of ways.

### **Content**

Students will

- discuss health-related issues
- describe personal routines and characteristics
- ask and answer questions about biographical information
- express approval or dissatisfaction
- organize an outing or party
- extend and accept or decline social invitations
- make purchases
- make travel plans and compare vacations
- discuss career and study prospects
- describe events in the past
- ask for and give advice
- develop an awareness of the target cultures, the geography, arts, notable figures, and events

### **Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher*

**Baltimore County Public Schools**  
**World Languages – Third Level**  
**Japanese**

The third level Japanese course is an intermediate Honors level course. It continues to reinforce communicative skills introduced in the first two levels and acts as a bridge to upper level study. Reading and writing skills are given additional emphasis at this level as students use more advanced *kanji* and refine their command of specific language structures. Students continue to study and compare the culture of Japan to their own culture and make connections with other disciplines. Japanese literature, history, religion, art, and music occupy prominent positions in the third level curriculum.

### **Content**

Students will

- use appropriate expressions to express needs and desires
- ask and answer questions about future professional plans
- ask and answer questions regarding giving directions around town
- ask and answer questions about the sequence and duration of events
- ask and answer questions about distance and location in relation to the speaker
- express a causal relationship
- talk about activities they will try or have tried
- ask and answer questions combining multiple activities in the same sentence
- use plain past form of verbs to ask and answer questions in casual speech
- demonstrate an understanding of the correct usage of particles
- identify key Japanese environmental issues
- identify the unique features of traditional and modern Japanese sports
- demonstrate an understanding of and analyze the Japanese workplace, working conditions and job advertisements
- identify key components and unique features of the Japanese media
- demonstrate an awareness of Japanese folktale conventions
- demonstrate an understanding of Shinto and Buddhist beliefs and their role in Japanese culture
- develop an awareness of the target cultures, the geography, arts, notable figures, and events

### **Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Third Level**  
**Latin**

The third level Latin course is an intermediate course. It continues to reinforce communicative skills introduced in the first two levels and acts as a bridge to upper level study. Students will increase their knowledge of Latin language while studying the practices and products of Roman culture. Selected historical and literary figures from Ancient Rome become a focus for Latin III.

**Content**

Students will

respond to complex oral or written questions, statements, and commands  
investigate the impact of historic personalities on the Republic and Empire.

use an authentic Roman calendar

summarize the practices and products of Roman culture including:

- hairstyles
- street scenes
- city life
- spinning and weaving
- education
- communication
- entertainment

examine mythological stories

continue to expand English vocabulary with derivatives and cognates from Latin

strengthen English word-attack skills through Latin roots, prefixes and suffixes

translate selected Latin phrases, mottoes, and abbreviations

examine the structural differences in the Latin and English languages

use complex Latin grammatical structures

**Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- |                              |             |
|------------------------------|-------------|
| ● Reading                    | ● Speaking  |
| ● Translation                | ● Grammar   |
| ● English word attack skills | ● Usage     |
| ● Writing                    | ● Mechanics |
| ● Listening                  | ● Composing |

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Third Level**  
**Spanish**

The third level Spanish course is an intermediate course. It continues to reinforce communicative skills introduced in the first two levels and acts as a bridge to upper level study. Reading and writing skills are given additional emphasis at this level. Students continue to study and compare the cultures of the countries where the target language is spoken and make connections with other disciplines. Students will expand their communicative skills by describing events in the past, present, and future in a variety of ways.

### **Content**

Students will

- describe the school day and activities
- discuss sports, sports equipment, and leisure activities
- describe daily routine
- describe and purchase clothing
- extend, accept, or reject an invitation
- reminisce about and describe things in the past
- identify and describe members of the extended family
- describe family occasions and holiday celebrations
- identify and describe personal possessions
- describe the world of the future
- discuss personal plans for the future
- discuss a movie or television program
- state preferences
- offer, accept, and reject explanations
- state and defend opinions
- make comparisons about topics of interest
- develop an awareness of the target cultures, the geography, arts, notable figures, and events

### **Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Fourth Level**  
**French and Spanish**

The fourth level language course is an advanced course. Students use the target language to respond to various thematic topics in challenging ways. Students acquire information from a variety of authentic language sources in order to compare the cultures of the countries where the target language is spoken and to make personal connections with other disciplines. Themes taken from literature, art, music, and contemporary and historical issues occupy prominent positions in the fourth level curriculum along with advanced grammar usage. Listening, speaking, reading and writing skills are emphasized.

**Content**

Students will

- describe self and others in detail
- describe feelings and emotions
- identify and discuss the geographic features of target countries
- discuss immigration, migration, and cultural heritage
- discuss the characteristics of heroes and idols, and their contribution to the target culture
- exchange, discuss, and support their opinions and individual perspectives with peers on a variety of topics dealing with contemporary and historical issues
- respond appropriately in a variety of social settings
- select, analyze, discuss, and experience expressive products of the culture from such literary genres as legends, poems, and essays or such fine arts as music, painting, sculpture, or architecture
- identify, examine, and discuss connections between cultural perspectives and socially approved behavior patterns
- acquire information using a variety of authentic sources including Internet
- combine information from other school subjects with information available in the foreign language in order to participate effectively in class discussion
- demonstrate an understanding of the main ideas and significant details of live and recorded discussions, lectures, and presentations on contemporary or historical events from the target culture

**Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Fourth Level**  
**Japanese**

The fourth level Japanese course is an advanced course. Japanese is the primary language used for instruction, and students are encouraged to use the language to respond to various situations in challenging ways. Students continue to study and compare the culture of Japan and make connections with other disciplines. Japanese literature, art, and music occupy prominent positions in the fourth level curriculum, along with advanced grammar usage.

**Content**

Students will

- introduce self and others and make requests using appropriate honorifics and humble forms
- express preferences and make choices
- express indefinite information about destinations, activities, people, and places
- relate events in the past and future
- discuss the relative times of events
- explain how to perform systematic tasks
- make purchases of food items
- discuss leisure time activities
- describe behaviors and cultural contrasts in the school day
- describe professions
- express opinions and points of view of others
- describe hopes and dreams for the future
- discuss important in Japanese history
- read and discuss current events about Japan
- explain the significance of seasons to Japanese culture
- discuss giving and receiving gifts and favors

**Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*

**Baltimore County Public Schools**  
**World Languages – Advanced Placement**  
**French, German, Latin, and Spanish**

The upper levels of French, German, Latin, and Spanish are courses that prepare students for success on the College Board Advanced Placement Exams. Students examine several themes through a variety of authentic sources that provide opportunities for students to refine and extend their skills in listening, speaking, reading, and writing as outlined in the National Standards for Foreign Language Learning. At the same time, students broaden their understanding of the target cultures through perspectives available only through authentic sources.

**Content**

Students will

- analyze and interpret spoken and written materials, including authentic sources
- summarize or paraphrase spoken or written materials, including authentic sources
- analyze the structure and narrative elements of the novel, the short story, drama, poetry, and periodicals
- identify the cultural practices and perspectives expressed in the arts
- exchange, discuss, and support their opinions and individual perspectives with peers on a variety of topics dealing with contemporary and historical issues
- respond appropriately in a variety of social settings
- select, analyze, discuss, and experience expressive products of the culture from such literary genres as legends, poems, and essays or such fine arts as music, painting, sculpture, or architecture
- identify, examine, and discuss connections between cultural perspectives and socially approved behavior patterns
- combine information from other school subjects with information available in the foreign language in order to participate effectively in class discussion

**Skills**

Students develop the following skills which support the content and are reinforced and expanded in subsequent levels:

- Listening
- Speaking
- Reading
- Writing
- Grammar
- Usage
- Mechanics

*For a more detailed content outline and indicators for this program, please see your child's teacher.*