

**6-12 WORLD LANGUAGE CURRICULUM DRAFT
2010
INTRODUCTION**

Exploratory French
Oyster River Middle School
Grade 6

Focus: The Exploratory French course meets weekly for one quarter (approximately 5 weeks) in conjunction with Exploratory Spanish. This course is designed to introduce students to the basic vocabulary in the French language. The goal of Exploratory French is to provide students the information necessary to choose their primary language of study for seventh and eighth grade at Oyster River Middle School.

Exploratory French

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<i>Students will be introduced to:</i> <ul style="list-style-type: none">• greetings• alphabet• colors• numbers 0-30• days of the week• months of the year		

French 1A
Oyster River Middle School
Grade 7

Focus: The French 1 course is divided into two academic years: the first of which is taught in seventh grade as a full year class, meeting daily (French 1A). This course is designed to introduce students to the basic communication skills of the French language: speaking, listening, reading comprehension and writing. Students will develop critical thinking skills as they learn about the cross-cultural similarities and differences between the French culture and their own. The goal of French 1 is to enable students to function at Stage 1 of the continuum of the New Hampshire Guidelines.

French 1A

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> • recognize and use the letters of the alphabet. • understand and use everyday classroom expressions. • write and use numbers for basic communication (counting, computing, telling time and age, giving dates, reading schedules). • Recognize and use days of the week, months of the year, and seasons. • use conventional gestures and words in greetings, farewells and courtesy expressions. • exchange email addresses. • recognize and utilize descriptive adjectives. • express likes and dislikes. • demonstrate knowledge of school subjects, supplies, and classroom objects. • ask and answer questions using basic interrogative expressions. • identify leisure activities and sports. • use weather expressions. • describe feelings and states of being. • identify family members, ask about someone's family and talk about their own family. 		

Grammar	<ul style="list-style-type: none"> • describe nouns using proper agreement and placement of adjectives. • identify a subject and replace it with a pronoun. • understand concept of gender of nouns. • identify and use different punctuation and accents. • form, use and identify present tense verbs with –ER and –RE endings. • use subjects and verbs in simple sentences. • recognize and use indefinite and definite articles. • use the plural form of nouns. • recognize and use the present tense forms of the verbs “avoir”, “être”, and “faire” • recognize and use the present tense forms of irregular verbs with stem-changes. • recognize when to use “c’est” and when to use “il est”. • form contractions with “de” and “à”. • recognize, form and use negative sentences. • recognize and use interrogative expressions. • Identify and use possessive adjectives. • recognize and use irregular adjectives and their placement in sentences. • form and utilize adverbs in a sentence. • recognize and use the present tense form of the verb “aller” in the near future tense and “venir” in the recent past. 		
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Reading	<ul style="list-style-type: none"> • understand basic French words and sentence structures. • understand authentic materials such as schedules and lists written in French 		
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Writing	<ul style="list-style-type: none"> • express their ideas using simple French sentences. • write guided compositions utilizing the vocabulary and structures in the textbook. 		
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Speaking	<ul style="list-style-type: none"> • use basic French vocabulary and simple sentence structures to communicate with peers and teacher. • present skits and/or short scenes from plays in French. • Answer simple questions orally in French. • Ask basic questions in French 		
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Listening	<ul style="list-style-type: none">• understand basic directions and explanations given by the teacher.• understand CDs and videos prepared for level 1A.		
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Culture	<ul style="list-style-type: none">• demonstrate a basic knowledge of life and culture in French-speaking countries, with a focus on France and Quebec.• demonstrate a basic knowledge of the geography of the French-speaking world.• identify on a map key landforms, and major regions of France.• demonstrate a basic knowledge of Franco-American culture in the U.S.		
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French 1B
Oyster River Middle School
Grade 8

Focus: The French 1 course is divided into two academic years: the second of which is taught in eighth grade as a full year class meeting daily (French 1B). This course is designed to introduce students to the basic communication skills of the French language: speaking, listening, reading comprehension and writing. Students will develop critical thinking skills as they learn about the cross-cultural similarities and differences between the French culture and their own. The goal of French 1 is to enable students to function at Stage 1 of the continuum of the New Hampshire Guidelines.

French 1B

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> • demonstrate retention of vocabulary learned in French 1A. • order food in a restaurant and pay the bill. • identify and use vocabulary for place settings at a table. • recognize typical foods found in a French café. • give their opinion about food. • Demonstrate knowledge of city and country vocabulary. • identify modes of transportation. • ask for and purchase items in a store. • identify and use clothing and accessories vocabulary. • identify material clothing is made from. • recognize types of stores in France. • identify numbers and differences in written prices in French-speaking countries. • identify and use numbers 1,000 to a million. • describe daily chores and routines around the house. • recognize different rooms of the house and furniture. • ask for, give, or refuse permission. • use adverbs of frequency. • continue using advanced negative expressions. • identify parts of the body. • use prepositions to describe location. 		

	<ul style="list-style-type: none"> • use appropriate vocabulary for travel and places in a town or city. • give and understand directions on a map. • identify names of countries in French. 		
Grammar	<ul style="list-style-type: none"> • demonstrate skills learned in French 1A • form, use and identify verb tenses (present, passé composé, imperative, future using aller + infinitive). • Identify and use adverbs with the passé composé. • use of the partitive. • recognize and use negative expressions. • say a question different ways using “est-ce que” and inversion. • recognize and use expressions of frequency. • identify and use adverbs, demonstrative and interrogative adjectives and pronouns. • recognize and use the present tense of –IR verbs • recognize and use the present tense of irregular verbs. • Identify and express idioms using “faire” and “avoir” 		
Reading	<ul style="list-style-type: none"> • understand basic French words and sentence structures. • understand materials in the French language which have been prepared for a level 1 classroom. • understand very simplistic, authentic materials such as schedules, menus, advertisement, letters, etc. written in French 		
Writing	<ul style="list-style-type: none"> • express their ideas using simple French sentences. • answer simple oral or written questions in complete sentences. • create written questions in a variety of formats; intonation, est-ce que, inversion. • create information questions with the formats previously mentioned. • write guided compositions utilizing the vocabulary and structures from the textbook 		

Speaking	<ul style="list-style-type: none">• use basic French vocabulary and simple sentence structures to communicate with peers and teacher.• ask and answer simple questions orally in French.• present prepared skits and/or short scenes in French.• Ask basic questions in French		
Listening	<ul style="list-style-type: none">• understand basic directions and explanations given by the teacher.• understand and extract information from a variety of CDs and videos prepared for level 1B.• extract limited information from authentic materials.		
Culture	<ul style="list-style-type: none">• demonstrate a basic knowledge of life and culture in French-speaking countries, with a focus on France and Africa.• demonstrate a basic knowledge of the geography of the French-speaking world.• identify on a map the capital city of Paris, other major cities, key landforms, and major regions of France.• demonstrate a basic knowledge of Franco-American culture in the U.S.		

French 1

Focus: This course is designed to introduce students to the basic communication skills of the French language: speaking, listening, reading comprehension and writing. Students will develop technological and critical thinking skills as they learn about the cross-cultural similarities and differences between the French culture and their own. The goal of French 1 is to enable students to function at Stage 1 of the continuum of the New Hampshire Guidelines.

French 1

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> • recognize and say the letters of the alphabet. • understand and use everyday classroom expressions. • write and use numbers for basic communication (counting, computing, telling time and age, giving dates, reading schedules and using phone and other technologies). • use conventional gestures and words in greetings and farewells and courtesy expressions. • identify and describe articles of clothing and accessories. • recognize and utilize descriptive adjectives. • express likes and dislikes. • identify family members and relationships. • demonstrate knowledge of school subjects and supplies. • ask and answer questions using interrogative expressions. • order food in a restaurant and pay the bill. • know city and country vocabulary; give and follow directions. • identify leisure activities and sports. • describe feelings and states of being. • identify and discuss weather conditions and seasons. • identify modes of transportation. • ask for and purchase items in a store. • describe daily chores and routines around the house. • identify professions, nationalities. • identify parts of the body. 		

	<ul style="list-style-type: none"> • use prepositions to describe location. • recognize vocabulary concerning French holidays. 		
Grammar	<ul style="list-style-type: none"> • describe nouns using proper agreement and placement of adjectives. • identify a subject and replace it with a pronoun. • form, use and identify verb tenses (present, passé composé, imperative, future using aller + infinitive). • use and apply verbal expressions containing the following verbs; être, avoir, faire, aller • use of expressions c'est and il y a. • identify and apply the concept of possession. • apply the concept of stress pronouns. • use of the partitive. • recognize and use negative and interrogative expressions. • recognize and use expressions of frequency. • know and apply comparative and superlative structures. • give directions. • form and use reflexive verbs. • identify and use adverbs, demonstrative adjectives and pronouns. 		
Reading	<ul style="list-style-type: none"> • understand materials in French which have been prepared for a level 1 classroom. • understand very simplistic, authentic materials such as menus, schedules, advertisements, letters. 		
Writing	<ul style="list-style-type: none"> • Express their ideas in complete sentences. • Answer simple oral or written questions in complete sentences. • Create written questions in a variety of formats; intonation, est-ce que, inversion. • Create information questions with the formats previously mentioned. • Write guided compositions utilizing vocabulary and structures from their textbooks. 		

Speaking	<ul style="list-style-type: none">• use basic French vocabulary and simple sentence structure to communicate with peers and teacher.• ask and answer oral questions in French.• present prepared skits and scenes from plays in the target language.• give guided oral presentations.		
Listening	<ul style="list-style-type: none">• Understand classroom instruction.• Understand and extract information from a variety of CDs and videos prepared for level 1.• Extract limited information from authentic materials.		
Culture	<ul style="list-style-type: none">• demonstrate a basic knowledge of the geography and culture of the French-speaking world.• identify on a map the capital city of Paris, other major cities, key landforms, and major regions of France.• demonstrate a basic knowledge of Franco-American culture in the U.S.		

Accelerated French 1

Focus: This fast-paced one semester course is designed to introduce students with prior language experience to the basic communication skills of the French language: speaking, listening, reading comprehension and writing. Students will develop technological and critical thinking skills as they learn about the cross-cultural similarities and differences between the French culture and their own. Students will be responsible for more independent work than in the regular two-semester level 1 course. The goal of Accelerated French 1 is to enable students to function at Stage 1 of the continuum of the New Hampshire Guidelines.

Accelerated French 1

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> • recognize and say the letters of the alphabet. • understand and use everyday classroom expressions. • write and use numbers for basic communication (counting, computing, telling time and age, giving dates, reading schedules and using phone and other technologies). • use conventional gestures and words in greetings and farewells and courtesy expressions. • identify and describe articles of clothing and accessories. • recognize and utilize descriptive adjectives. • express likes and dislikes. • identify family members and relationships. • demonstrate knowledge of school subjects and supplies. • ask and answer questions using interrogative expressions. • order food in a restaurant and pay the bill. • know city and country vocabulary; give and follow directions. • identify leisure activities and sports. • describe feelings and states of being. • identify and discuss weather conditions and seasons. • identify modes of transportation. • ask for and purchase items in a store. • describe daily chores and routines around the house. 		

	<ul style="list-style-type: none"> • identify professions, nationalities. • identify parts of the body. • use prepositions to describe location. • recognize vocabulary concerning French holidays. 		
Grammar	<ul style="list-style-type: none"> • describe nouns using proper agreement and placement of adjectives. • identify a subject and replace it with a pronoun. • form, use and identify verb tenses (present, passé composé, imperative, future using aller + infinitive). • use and apply verbal expressions containing the following verbs; être, avoir, faire, aller, venir • use expressions c'est and il y a. • identify and apply the concept of possession. • apply the concept of stress pronouns. • Use partitive articles. • recognize and use negative and interrogative expressions. • recognize and use expressions of frequency. • know and apply comparative and superlative structures. • give directions. • form and use reflexive verbs. • identify and use adverbs, demonstrative adjectives and pronouns. 		
Reading	<ul style="list-style-type: none"> • understand materials in French which have been prepared for a level 1 classroom. • understand very simplistic, authentic materials such as menus, schedules, advertisements, letters. 		
Writing	<ul style="list-style-type: none"> • Express their ideas in complete sentences. • Answer simple oral or written questions in complete sentences. • Create written questions in a variety of formats; intonation, est-ce que, inversion. • Create information questions with the formats previously mentioned. • Write guided compositions utilizing vocabulary and structures from their textbooks. 		

Speaking	<ul style="list-style-type: none">• use basic French vocabulary and simple sentence structure to communicate with peers and teacher.• ask and answer oral questions in French.• present prepared skits and scenes from plays in the target language.• give guided oral presentations.		
Listening	<ul style="list-style-type: none">• Understand classroom instruction.• Understand and extract information from a variety of CDs and videos prepared for level 1.• Extract limited information from authentic materials.		
Culture	<ul style="list-style-type: none">• demonstrate a basic knowledge of the geography and culture of the French-speaking world.• identify on a map the capital city of Paris, other major cities, key landforms, and major regions of France.• demonstrate a basic knowledge of Franco-American culture in the U.S.		

French 2

FOCUS: Students will further develop their skills in listening, speaking, reading and writing in French. Students will increase their mastery of the five standards of world language learning COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS and COMMUNITIES. Students will use technology to enhance their language acquisition. The goal of French 2 is to enable students to function at Stage 1/Stage 2 of the continuum outlined in the New Hampshire Guidelines.

French 2

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<p><i>Students will be able to recognize and utilize both orally and in written form the following vocabulary topics:</i></p> <ul style="list-style-type: none"> • numbers. • time and dates. • weather. • prepositions of place. • family, professions , nationalities. • telephone expressions. • leisure activities. • animals and places in the countryside. • expressions of time and sequence. • negative expressions. • meals, table settings, food and beverages. • shopping. • expressions of quantity. • expressions of necessity. • theater, music, film. • team and individual sports. • health expressions. • personal care items. • parts of a house and furniture. • clothing. 		

Grammar	<p><i>Students will be able to understand and use, both orally and in written expression, the following basic structures of the French language:</i></p> <ul style="list-style-type: none"> • definite and indefinite articles. • contractions. • possessive, demonstrative, and interrogative adjectives and pronouns. • present, future, conditional, imperfect, and “passé composé” of regular and irregular verbs. • subject pronouns, stress pronouns, direct and indirect object pronouns, “y and en”. • imperatives. • idiomatic expressions with avoir, être, faire, venir. • agreement and position of regular and irregular adjectives. • depuis + present, il y a + past. • il faut + infinitive. • savoir/ connaître. • imperfect/ passé composé. • reflexive verbs. • adverbs. • comparatives and superlatives. 		
Reading	<ul style="list-style-type: none"> • understand materials in the target language which have been prepared for a level 2 classroom. • understand very simple authentic materials such as menus, schedules, and advertisements. 		
Writing	<ul style="list-style-type: none"> • express their ideas in complete sentences and in short paragraphs. • write guided compositions utilizing the vocabulary and structures in their textbooks. 		
Speaking	<ul style="list-style-type: none"> • use the basic vocabulary and structures they are studying to communicate with their peers and their teacher. • present skits and short scenes from plays in French. 		
Listening	<ul style="list-style-type: none"> • understand basic directions and explanations given by the teacher. • understand CDs and videos prepared for a level 2 class. 		

Culture	<ul style="list-style-type: none">• demonstrate a basic knowledge of the geography of francophone countries.• identify the regions of France and their most famous characteristics.• explain the historical and/or cultural significance of certain events such as le Tour de France, le bac, and French holidays.• demonstrate a basic knowledge of the geography, history, and culture of the following countries or regions: Belgium, Luxembourg, Monaco, Switzerland, Louisiana, Haiti, Martinique, Guadeloupe, Tahiti and Quebec.• identify and know the historical significance of several of the most important French chateaux.		
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French 3

Focus: Students will engage in conversation, demonstrate understanding of the culture, reinforce their knowledge of other disciplines through the language, develop insight into the nature of language and culture and participate in multilingual communities at home and around the world. The skills of listening, reading, writing, speaking and the use of technology will be enhanced. The goal of French 3 is to enable students to function at Stage II/III of the continuum of the New Hampshire Guidelines.

French 3

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> • introduce and describe themselves. • talk about weekly activities. • order something to eat and drink. • invite people and accept or refuse invitations. • ask for help and describe what they do for others. • describe what a person looks like. • explain what one does to make oneself look good. • talk about various chores and activities they do around the house. • ask others for help and give excuses if they cannot help. • describe objects including shape, dimensions, weight and construction. • talk about their vacation activities. • tell people to take certain precautions to avoid danger. • describe weather conditions and natural phenomenon. • buy stamps and mail letters, purchase small items. • ask for a haircut and other services. • make travel arrangements, go through passport control and customs. • learn how to travel by plane and by train. • reserve a hotel room and ask for services in a hotel. • explain to a doctor what is wrong and be able to follow the doctor's instructions. 		

<p>Grammar</p>	<ul style="list-style-type: none"> • form and use reflexive verbs in the present, past and imperative. • form the subjunctive tense and use after the expression “il faut que...”, other impersonal expressions and “vouloir que...”. • form the passé composé and the imperfect tenses. • decide upon the use of the imperfect or the passé composé when describing actions that took place in the past. • recognize the passé simple in reading historical narratives. • identify and use prepositions and conjunctions in the description of time. • choose the correct pronoun to replace an object in a sentence and place it correctly in an affirmative or negative sentence or imperative. • form and use the “faire and infinitive” construction. • know and apply negative expressions. • form and use the future tense of regular and irregular verbs. • express themselves in a conditional sentence using the future tense. • know and use conjunctions of time. • form and use the conditional tense. • compare two or more things. • express extremes by the use of the superlative construction. • use the interrogative pronoun “lequel” and the demonstrative pronoun “celui” when asking and answering questions. • express possession using the possessive pronoun “le mien”. • differentiate between in indicative and subjunctive mood. • use the subjunctive after expressions of doubt and emotion. • form and use the past subjunctive. 		
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<p>Reading</p>	<ul style="list-style-type: none"> • read, understand and analyze authentic literature and mass media (newspapers / magazines). 		
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<p>Writing</p>	<ul style="list-style-type: none"> • write summaries, compositions, essays, letters and reports. 		
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Speaking	<ul style="list-style-type: none"> • respond orally to directions, communicate both predetermined and impromptu ideas 		
Listening	<ul style="list-style-type: none"> • comprehend with basic understanding the spoken word in conversation with peers, teachers and native speakers, in music and listening comprehension activities. 		
Culture (including history and art)	<ul style="list-style-type: none"> • identify “le look” of a typical French teenager. • differentiate between their routine and that of a French teenagers routine. • identify French “bricolage”. • explain how the French take vacations and incorporate ecological tourism in their vacation plans. • explain the difference between shopping habits in France and the United States • summarize how train travel works in France. • explain the significance and the use of the Eurotunnel. • use a French guidebook and internet to discover where to stay in France. • explain how French people drink mineral water, take care of their health and provide health care to less fortunate people around the world. • read about and comprehend major historical events beginning with the prehistoric era through Jeanne d’Arc. • identify major monuments, historical figures and land areas studied from prehistoric France through Jeanne d’Arc. • take notes from oral presentation of artists lives and the characteristics of their art. • identify the works of the major impressionists that we studied in a power point presentation. 		

French 4

Focus: Students will further their skills in listening, speaking, reading, and writing in French. Students will increase their mastery of the five standards of world language learning; COMMUNICATION, CULTURES, CONNECTIONS, COMPARISONS, and COMMUNITIES. The goal of French 4 is to enable students to function at stage III or stage IV of the continuum outlined in the NH guidelines.

French 4

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> • understand the meaning of vocabulary words in literary texts, newspaper and magazine articles, and other written materials. • recognize the words in conversations and in listening comprehension activities. • use the words correctly in conversations. • use the words in oral reports. • pronounce the words correctly. • use contemporary vocabulary in everyday situations. • spell the vocabulary. • use the words correctly in written and oral reports. 	<p>Depending on the needs of the students, some thematic vocabulary lists may be used. Most vocabulary study in French 4 is based on the students' literary readings, especially <u>Les Aventures du Petit Nicolas et Le Petit Prince</u>.</p>	
Grammar	<p>Students will review and expand their knowledge of previously learned verb tenses and grammatical structures. Students will learn several new verb tenses and grammatical structures.</p> <p><i>In addition, students will expand their knowledge of:</i></p> <ul style="list-style-type: none"> • prepositions. • the present, imperfect, passé composé, future, conditional and subjunctive tenses. • the correct use of the imperfect or the “passé composé” to express the past. • interrogative words and constructions in sentences. • pronouns: including subject, direct and indirect object, double object, reflexive, disjunctive, possessive, demonstrative, and relative pronouns. <p><i>Students will be introduced to:</i></p> <ul style="list-style-type: none"> • the future perfect, conditional perfect, pluperfect, present subjunctive, and past subjunctive tenses. 		

	<ul style="list-style-type: none"> • The correct use of the three patterns of “si clauses”. • recognize the many constructions requiring the use of the subjunctive • idiomatic use of verbs that change the meaning. • form and to recognize the passé simple. 		
Reading	<ul style="list-style-type: none"> • read and understand newspaper and magazine articles and internet entries written in the target language. • read and understand authentic literature such as poems songs, short stories, and novels. 		
Writing	<ul style="list-style-type: none"> • answer questions about written texts. • write paragraphs describing picture sequences, films, and paintings. • write page-long compositions developing a theme or an idea. • write page-long compositions reporting research findings. • use a correction key to revise their writing. 		
Speaking	<ul style="list-style-type: none"> • communicate with peers and the teacher in everyday classroom situations. • present skits and short scenes from plays in the target language. • present reports derived from research. • discuss literary texts. 		
Listening	<ul style="list-style-type: none"> • understand classroom instruction • understand and extract information from a variety of tapes, videos, and CDs specifically prepared for the world language classroom • extract limited information from authentic materials 		
Culture	<p>Students will be able to identify and demonstrate basic knowledge of the following cultural areas:</p> <ul style="list-style-type: none"> • historical figures who influence the direction of France from Louis XI to present day. • African franco-phone countries • Pre and post-impressionist art • Contrast between French speaking and American cultures 		

French 5

Focus: French 5 is designed to fine tune all aspects of reading, writing, listening and speaking that the students have learned up to this point. Students will engage in conversation, understand and interpret written and spoken language in a variety of topics and present information to an audience of listeners on a variety of topics. They will gain knowledge and understanding of other cultures, connect with other disciplines, develop insight into the nature of language and culture and participate in multilingual communities at home and around the world. The goal of French 5 is to enable students to function at Stage IV / V of the continuum outlined in the NH guidelines.

French 5

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<p><i>Students will investigate and apply new vocabulary for listening and reading assignments.</i></p> <p><i>In addition, students will be able to demonstrate knowledge of the following topics with comfort and ease in reading, writing, speaking and listening comprehension:</i></p> <ul style="list-style-type: none"> • personal relationships. • terminology pertaining to city life including people, places, descriptions and activities. • media including film, television, the press. • justice and politics • family including family life, generational living and family members. • progress and research including technology, science and scientists. • globalization and other movements and changes in society. 		
Grammar	<p><i>Students will build on knowledge of previously learned grammatical structures and verb tenses as they develop proficiency in reading, writing, speaking and listening comprehension.</i></p> <p><i>Students will be able to expand their knowledge of:</i></p> <ul style="list-style-type: none"> • present tense • use of passé composé and imperfect • plus-que-parfait • passé simple 		

	<p><i>Students will be able to use the following grammatical structures:</i></p> <ul style="list-style-type: none"> • depuis + present • aller / s'en aller • combien de temps + passé compose • venir de + infinitive • sans + infinitive • quitter / s'en aller / partir / laisser / sortir • si + imperfect • rappeler / se rappeler / se souvenir de • depuis quand + imperfect • venir de in the imperect + infinitive • avoir expressions • revenir / retourner / rentrer • stem changing verbs • servir / se servir • connaître and savoir 		
Reading	<ul style="list-style-type: none"> • read and understand current events in newspaper articles, web sites and magazine articles within the cultural context of the country. • read and understand authentic literature and analyze main characters, theme, symbolism, irony and other literary devises. • interpret poetry (a song) and analyze rhyme, measure, rhythm of a poem (song) 		
Writing	<ul style="list-style-type: none"> • write in a variety of forms (letters, literary analysis, reports, summaries, opinions, creative writing). • correct rough drafts using a suggestion key given by the teacher. • write a directed poem. 		
Speaking	<ul style="list-style-type: none"> • communicate easily with peers and teacher in everyday classroom situations. • role play specific situations including dramatic interpretation. • make formal presentations on a variety of topics. • recite a poem by heart 		

Listening	<ul style="list-style-type: none"> • understand classroom instruction. • understand conversation between students and students as well as students and teacher. • follow, with basic comprehension, the spoken language in media and song lyrics. • understand with basic comprehension both proficient and native speakers. 		
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Culture	<p>Students will be able to identify and demonstrate basic knowledge of the following cultural areas.</p> <ul style="list-style-type: none"> • French cities which play an important part in French culture • Historical figures who influenced the direction of France from Louis IX to Charles DeGaulle. • Contemporary figures and events which are molding present day France. • French singers and songs from the troubadours of the Middle Ages, classical music of the seventeenth century, operas of the nineteenth century, stars of the twentieth century like Piaf and Johnny Hallyday to contemporary pop music and singers. 		
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French 5 Advanced Placement

Focus: This course is designed to cover the same material as French 5 and prepare students for the Advanced Placement Exam

French 5

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> Use comprehensive vocabulary of home life, health, the environment, sports, medicine, and the environment to create skits, write stories, and read a variety of theme based materials. 		
Grammar	<ul style="list-style-type: none"> Demonstrate knowledge of all aspects of agreement, spelling. Correctly use all tenses and moods Identify areas of difficulty with idiomatic expressions and common issues for non-native speakers. 		
Reading	<ul style="list-style-type: none"> Read articles or book excerpts and identify specific information about the text as well as form an opinion about the information presented. 		
Writing	<ul style="list-style-type: none"> Write a 200 word essay on a specific topic.(per AP rubric) 		
Speaking	<ul style="list-style-type: none"> Look at a series of 6 pictures and describe the sequence of events in 60 sentences.(per AP rubric Look at the same series of pictures and answer higher level questions involving critical thinking. (per AP rubric) Compare and contrast two pictures in 60 seconds.(per AP rubric) 		
Listening	<ul style="list-style-type: none"> Listen to short dialogues and identify specific information about the dialogue. Listen to a lengthy paragraph and respond to specific questions about what they heard. 		
Culture	<ul style="list-style-type: none"> Use correct social clues in written and spoken work. 		

Exploratory Spanish
Oyster River Middle School
Grade 6

Focus: The Exploratory Spanish course meets weekly for one quarter (approximately 5 weeks) in conjunction with Exploratory French. This course is designed to introduce students to the basic vocabulary in the Spanish language. The goal of Exploratory Spanish is to provide students the information necessary to choose their primary language of study for seventh and eighth grade at Oyster River Middle School.

Exploratory Spanish

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<i>Students will be introduced to:</i> <ul style="list-style-type: none"> • location and identification of Spanish-speaking countries • alphabet • colors • numbers 0-30 • days of the week • months of the year 		

Spanish 1A
Oyster River Middle School
Grade 7

Focus: The Spanish 1 course is divided into two academic years: the first of which is taught in seventh grade as a full year class, meeting daily (Spanish 1A). This course is designed to introduce students to the basic communication skills of the Spanish language: speaking, listening, reading comprehension and writing. Students will develop critical thinking skills as they learn about the cross-cultural similarities and differences between the Spanish-speaking cultures and their own. The goal of Spanish 1 is to enable students to function at Stage 1 of the continuum of the New Hampshire Guidelines.

Spanish 1A

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> • recognize and say the letters of the alphabet. • understand and use everyday classroom expressions. • write and use numbers for basic communication (counting, computing, telling time and age, giving date, and reading schedules). • recognize and use days of the week and months of the year. • use conventional gestures and words in greetings and farewells and courtesy expressions. • recognize and utilize descriptive adjectives. • express likes and dislikes. • demonstrate knowledge of school subjects, supplies, and classroom objects. • ask and answer questions using interrogative expressions. • identify leisure activities and sports. • describe daily chores and routine around the house and be able to describe furniture and rooms in the house. • identify family members. • identify and discuss weather conditions and seasons. 		

Grammar	<ul style="list-style-type: none"> • describe nouns using proper agreement and placement of adjectives. • identify a subject and replace it with a pronoun. • understand the concept of the gender of nouns. • identify and use different punctuation and accents. • use “de” as a preposition. • exchange email addresses. • recognize and be able to agree definite and indefinite articles to nouns. • form, use and identify present tense verbs (-AR, -ER, -IR verbs) • use and apply verbal expressions (gustar, ser, and estar). • form and apply present tense irregular verbs including “querer”, “tener”, “venir”. • use tener idioms. • use pronouns after prepositions. • identify and use expressions of possession and possessive adjectives. • recognize and use negative expressions. • recognize basic forms of interrogative expressions. 		
Reading	<ul style="list-style-type: none"> • understand basic Spanish words and sentence structures. • understand authentic materials such as schedules and lists written in Spanish 		
Writing	<ul style="list-style-type: none"> • express their ideas using simple Spanish sentences. • write guided compositions utilizing the vocabulary and structures in the textbook. 		
Speaking	<ul style="list-style-type: none"> • use basic Spanish vocabulary and simple sentence structures to communicate with peers and teacher. • present skits and/or short scenes from plays in Spanish. • Answer simple questions orally in Spanish. • Ask basic questions in Spanish 		
Listening	<ul style="list-style-type: none"> • understand basic directions and explanations given by the teacher. • understand CDs and videos prepared for level 1A. 		

Culture	<ul style="list-style-type: none">• demonstrate a basic knowledge of life and culture in Spanish-speaking countries with a focus on Chile, Costa Rica, Spain, and Puerto Rico.• demonstrate a basic knowledge of the geography of Chile, Costa Rica, Spain, and Puerto Rico.• identify on maps the capitals, other major cities, key landforms, and major regions of Spanish-speaking countries.• demonstrate a basic knowledge of Latin American life in the U.S.		
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Spanish 1B
Oyster River Middle School
Grade 8

Focus: The Spanish 1 course is divided into two academic years: the second of which is taught in eighth grade as a full year class, meeting daily (Spanish 1B). This course is designed to introduce students to the basic communication skills of the Spanish language: speaking, listening, reading comprehension and writing. Students will develop critical thinking skills as they learn about the cross-cultural similarities and differences between the Spanish-speaking cultures and their own. The goal of Spanish 1 is to enable students to function at Stage 1 of the continuum of the New Hampshire Guidelines.

Spanish 1B

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> • demonstrate a retention of vocabulary learned in Spanish 1A. • identify and describe articles of clothing and accessories. • ask for and give opinions about articles of clothing. • order food and beverages in a restaurant and pay the bill. • describe food. • identify and use vocabulary for place settings at a table. • use cooking vocabulary. • offer help and give instructions in the kitchen. • know city and country vocabulary • give and follow directions. • describe feelings and states of being. • identify modes of transportation. • ask for and purchase items in a store. • describe daily morning routine. • give advice on being healthy. • identify parts of the body. • use expressions of time: past, present, and future. • identify and use vocabulary describing holidays in Spanish-speaking countries. • identify and use airport and travel vocabulary. • react to news. • say and write numbers up to a million. 		

<p>Grammar</p>	<ul style="list-style-type: none"> • demonstrate skills learned in Spanish 1A • form, use and identify verb tenses (present, present progressive, preterite, future using ir + a + infinitive). • Identify and form verbs that have spelling changes in the preterite (-car, -gar, and -zar verbs). • identify the differences in the use of the verbs “ser” and “estar”. • use and apply verbal expressions (gustar, ser, estar, saber vs. conocer, acabar de, tener). • use possessive adjectives. • form and apply affirmative and negative informal commands. • form and place a direct object pronoun in a sentence and with commands. • recognize and use negative and interrogative expressions. • recognize and use expressions of frequency. • know and apply comparative and superlative structures. • Form and apply quedar to tell how something fits. • Form and apply the verb conocer and the personal “a”. • give directions. • form and use verbs with reflexive pronouns and stem-changing verbs like pedir, servir, preferir, poder, and probar. • identify and use adverbs, demonstrative adjectives and pronouns. 		
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<p>Reading</p>	<ul style="list-style-type: none"> • understand basic Spanish words and sentence structures. • understand materials in the Spanish language which have been prepared for a level 1 classroom. • understand very simplistic, authentic materials such as schedules, menus, advertisement, letters, etc. written in Spanish 		
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Writing	<ul style="list-style-type: none"> • express their ideas using simple Spanish sentences. • answer simple oral or written questions in complete sentences. • create information questions. • write guided compositions utilizing the vocabulary and structures from the textbook. 		
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Speaking	<ul style="list-style-type: none"> • use basic Spanish vocabulary and simple sentence structures to communicate with peers and teacher. • ask and answer simple questions orally in Spanish. • present prepared skits and/or short scenes in Spanish. 		
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Listening	<ul style="list-style-type: none"> • understand basic directions and explanations given by the teacher. • understand and extract information from a variety of CDs and videos prepared for level 1B. • extract limited information from authentic materials. 		
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Culture	<ul style="list-style-type: none"> • demonstrate a basic knowledge of life and culture in Spanish-speaking countries, with a focus on Mexico, Argentina, the Dominican Republic, and Peru. • demonstrate a basic knowledge of the geography of the Mexico, Argentina, the Dominican Republic, and Peru. • identify on maps the capitals, other major cities, key landforms, and major regions of Spanish-speaking countries. • demonstrate a basic knowledge of Latin American life in the U.S. 		
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Spanish 1

Focus: This course is designed to introduce students to the basic communication skills of the Spanish language: speaking, listening, reading comprehension and writing. Students will develop critical thinking skills as they learn about the cross-cultural similarities and differences between the Spanish-speaking cultures and their own. The goal of Spanish 1 is to enable students to function at Stage 1 of the continuum of the New Hampshire Guidelines.

Spanish 1

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> • introduce themselves • recognize and say the letters of the alphabet, days of the week and months • understand and use everyday classroom expressions • write and use numbers for basic communication (counting, computing, telling time and age, giving date, reading schedules, using phone and other technologies) • use conventional gestures and words in greetings and farewells and courtesy expressions • identify and describe articles of clothing and accessories • recognize and utilize descriptive adjectives to describe people and things • express likes and dislikes • identify family members and relationships • extend, accept and decline invitations • demonstrate knowledge of school subjects, activities and objects • ask and answer questions using interrogative expressions • order food and beverages in a restaurant and pay the bill • identify places in a town or city; give and follow directions • identify leisure activities and sports • describe feelings and states of being • identify and discuss weather conditions and seasons • identify modes of transportation and express location 		

	<ul style="list-style-type: none"> • ask for, bargain and purchase items in a store or marketplace • describe daily routines and household chores • identify professions • identify parts of the body • Discuss plans 		
Grammar	<ul style="list-style-type: none"> • describe nouns using proper agreement and placement of adjectives • use definite and indefinite articles • identify a subject and replace it with a pronoun • form, use and identify verb tenses (present, present progressive, preterite, future using ir a + infinitive) • express location using prepositional phrases • use and apply verbal expressions (gustar, ser, estar, saber vs. conocer, acabar de, tener) • identify and apply concept of possession using “de” and possessive adjectives • recognize and use negative and interrogative expressions • recognize and use expressions of frequency • know and apply comparative and superlative structures • give directions using tú affirmative and negative commands • form and use reflexive verbs and stem-changing verbs • identify and use adverbs, demonstrative adjectives and pronouns 		
Reading	<ul style="list-style-type: none"> • understand basic Spanish words and sentence structures. • understand materials in the Spanish language which have been prepared for a level 1 classroom. • understand very simplistic, authentic materials such as schedules, menus, advertisement, letters, etc. written in Spanish. 		

Writing	<ul style="list-style-type: none"> • express their ideas using simple Spanish sentences. • answer simple oral or written questions in complete sentences. • create information questions. • write guided compositions utilizing the vocabulary and structures from the textbook 		
Speaking	<ul style="list-style-type: none"> • use basic Spanish vocabulary and simple sentence structure to communicate with peers and teacher. • ask and answer simple questions orally in Spanish • present prepared skits and/or short scenes in Spanish 		
Listening	<ul style="list-style-type: none"> • Understand basic directions and explanations given by the teacher • Understand and extract information from a variety of CDs and videos prepared for level 1. • Extract limited information from authentic materials. 		
Culture	<ul style="list-style-type: none"> • demonstrate a basic knowledge of the geography and culture of Mexico, Puerto Rico, Ecuador and Spain and selected other Spanish speaking countries • identify on maps Spanish-speaking countries and their capitals • demonstrate a basic knowledge of Latin American life in the U.S. 		

Accelerated Spanish 1

Focus: This fast-paced one semester course is designed to introduce students to the basic communication skills of the Spanish language: speaking, listening, reading comprehension and writing. Students will develop critical thinking skills as they learn about the cross-cultural similarities and differences between the Spanish-speaking cultures and their own. Students will be responsible for more independent work than in the regular two-semester level 1 course. The goal of Spanish 1 is to enable students to function at Stage 1 of the continuum of the New Hampshire Guidelines.

Accelerated Spanish 1

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> • recognize and say the letters of the alphabet. • understand and use everyday classroom expressions • write and use numbers for basic communication (counting, computing, telling time and age, giving date, reading schedules, using phone and other technologies) • use conventional gestures and words in greetings and farewells and courtesy expressions • identify and describe articles of clothing and accessories • recognize and utilize descriptive adjectives • express likes and dislikes • identify family members and relationships • demonstrate knowledge of school subjects and supplies • ask and answer questions using interrogative expressions • order food and beverages in a restaurant and pay the bill • know city and country vocabulary; give and follow directions • identify leisure activities and sports • describe feelings and states of being • identify and discuss weather conditions and seasons • identify modes of transportation • ask for and purchase items in a store • describe daily chores and routine around the house 		

	<ul style="list-style-type: none"> • identify professions • identify parts of the body 		
Grammar	<ul style="list-style-type: none"> • describe nouns using proper agreement and placement of adjectives • identify a subject and replace it with a pronoun • form, use and identify verb tenses (present, present progressive, preterit, future using ir a + infinitive) • use and apply verbal expressions (gustar, ser, estar, saber vs. conocer, acabar de, tener) • identify and apply concept of possession • recognize and use negative and interrogative expressions • recognize and use expressions of frequency • know and apply comparative and superlative structures • give directions • form and use reflexive verbs and stem-changing verbs • identify and use adverbs, demonstrative adjectives and pronouns 		
Reading	<ul style="list-style-type: none"> • understand materials in Spanish which have been prepared for a level 1 classroom. • understand very simplistic, authentic materials such as menus, schedules, advertisements, letters. 		
Writing	<ul style="list-style-type: none"> • Express their ideas in complete sentences. • Answer simple oral or written questions in complete sentences. • Create information questions. • Write guided compositions utilizing vocabulary and structures from the textbook 		
Speaking	<ul style="list-style-type: none"> • use basic Spanish vocabulary and simple sentence structure to communicate with peers and teacher. • ask and answer oral questions in Spanish. • present prepared skits and scenes from plays in the target language. • give guided oral presentations. 		

Listening	<ul style="list-style-type: none">• Understand classroom instruction.• Understand and extract information from a variety of CDs and videos prepared for level 1.• Extract limited information from authentic materials.		
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Culture	<ul style="list-style-type: none">• demonstrate a basic knowledge of the geography and culture of Mexico, Puerto Rico, Ecuador and Spain• identify on maps the capitals, other major cities, key landforms, and major regions of Spanish-speaking countries• demonstrate a basic knowledge of Latin American life in the U.S.		
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Spanish 2

Focus: This course is designed to enhance the listening, speaking, reading and writing skills of beginning Spanish students. Students will improve their vocabulary and cultural knowledge through reading, listening and watching videos. The goal of Spanish 2 is to enable students to function at Stage II of the continuum of the New Hampshire Guidelines.

Spanish 2

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> • Exchange greetings. • Demonstrate likes and dislikes. • Ask for and give information. • Describe school life and classes. • Discuss leisure time activities and express activity preferences. • Plan a trip. • Talk about where they went, what they did and describe childhood experiences • Discuss means of communication and react to news. • Describe and evaluate people, places, situations and things. • Discuss family celebrations, family relationships • Describe activities in progress. • Order food in a restaurant and pay a restaurant bill. • Describe things to do in the city. • Discuss ways to stay fit and healthy. • Describe daily routine, chores and personal care. • Discuss beach activities. • Describe time periods. • Talk about health and illness. • Ask for and give advice, opinions, make suggestions and tell someone what to do. • Describe rooms, furniture, and appliances. • Describe your city or town. • Ask for and give directions. • Talk about shopping for clothes. • Make comparisons. • Discuss ways to save and spend money. • Make future plans. • Describe outdoor activities, ecology, nature and the 		

	<p>environment.</p> <ul style="list-style-type: none"> • Describe geographic characteristics. • Describe the weather. • Make predictions. • Comment on conservation and the environment. • Talk about how you would solve problems. • Discuss jobs, duties, professions and interview for a job. • Complete an application and prepare for an interview. • Talk on the telephone. 		
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Grammar

	<ul style="list-style-type: none"> • Demonstrate knowledge of and use regular and irregular present tense verbs. • Use interrogatives. • Tell time. • Demonstrate knowledge of and use regular and irregular preterit tense verbs. • Demonstrate knowledge of regular and use and irregular imperfect tense. • Contrast preterit and imperfect tenses and identify the correct use of each. • Use demonstrative adjectives, possessive adjective and pronouns. • Identify and use reflexive verbs. • Use regular and irregular progressive tenses. • Identify and use direct and indirect object pronouns. • Use regular and irregular commands. • Identify and use pronoun placement and commands. • Form and use adverbs ending in –“mente”. • Use “hacer” and time expressions. • Use regular and irregular present subjunctive mood with impersonal expressions, hopes, wishes, doubt, emotion and advice. • Contrast the subjunctive, indicative and infinitive and identify the correct use of each. • Identify and use comparatives and superlatives. • Use regular and irregular future tense. • Contrast por and para and identify the correct use of each. • Demonstrate knowledge of and use regular and irregular conditional tense. • Identify and use the impersonal se. 		
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Reading	<ul style="list-style-type: none"> • Understand articles, short stories and other materials in the target language which have been prepared for the Spanish 2 classroom. • Understand very simple authentic materials such as menus, schedules and advertisements in print and on websites. 		
Writing	<ul style="list-style-type: none"> • Compose short paragraphs to express their own ideas. • Write guided compositions using vocabulary and grammar from the lesson. • Answer questions in complete sentences. 		
Speaking	<ul style="list-style-type: none"> • Use basic vocabulary and structures to communicate with teacher and peers. • Present short plays and skits in Spanish 		
Listening	<ul style="list-style-type: none"> • Understand basic directions and instructions given by the teacher • Understand native and non-native speakers in simple conversation • Understand CDs and videos prepared for a level 2 language class. • Understand simple song lyrics in the target language. 		
Culture	<ul style="list-style-type: none"> • Compare and contrast American Hispanic customs and daily life. • Explain types of food. • Demonstrate knowledge of principal cities of Mexico, Puerto Rico, Costa Rica, Ecuador and Spain. • Answer questions about pre-Columbian Mexico • Demonstrate a basic understanding of the Mexican Civil War • Understand differences in school and mealtime schedules • Understand importance of various holidays 		

Spanish 3

Focus: Students will build confidence for communication while developing skills in speaking, listening, reading comprehension, writing and the use of technology. Students will improve their ability to understand and appreciate the literature and cultures of the Spanish-speaking world and Hispanic/Latino communities in the United States. They will develop critical thinking skills through the study of the target culture and their own culture. The goal of Spanish 3 is to enable students to function at stages 2 and 3 of the continuum of the New Hampshire Guidelines.

Spanish 3

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<p><i>Students will be able to demonstrate knowledge of the following topics with comfort and ease in reading, writing, speaking and listening comprehension:</i></p> <ul style="list-style-type: none"> • personal characteristics. • describe fashions. • distinguish admiring and critical remarks. • talk about pastimes. • household chores. • express feelings. • ecology/ environment. • studies/ school subjects. • interrogatives. • graduation/school subjects/careers. • economics. • art. • literature and film. • social issues. • holidays • historic events 		

<p>Grammar</p>	<p><i>Students will build on knowledge of previously learned grammatical structures and verb tenses as they develop proficiency in reading, writing, speaking, and listening comprehension.</i></p> <p><i>In addition, students will be able to:</i></p> <ul style="list-style-type: none"> • expand their knowledge of : <ul style="list-style-type: none"> ○ present and preterite tenses. ○ ser vs. estar. ○ imperfect tense. ○ preterite vs. imperfect. ○ verbs like gustar. ○ por vs. para. ○ future tense with application for speculation. ○ reflexive verbs. ○ conditional tense with application for speculation. ○ present tense subjunctive. ○ demonstrative adjectives. ○ direct and indirect object pronouns. ○ affirmative and negative expressions • use subjunctive with cuando and other conjunctions of time. • use subjunctive with nonexistent and indefinite antecedents. • choose subjunctive to express disagreement and denial. • form and use imperfect tense of subjunctive. • know and apply present progressive with ir, andar, and seguir. • know and apply past progressive. • differentiate among the infinitive form, subjunctive and indicative tenses to confirm, deny, hypothesize and state cause and effect. • know and apply past perfect , future perfect and conditional perfect tenses. • form and use present perfect and past perfect tenses of subjunctive. • clarify and express possession. • implement relative pronouns. • communicate with demonstrative pronouns. • understand and apply lo que. • impersonal constructions with se. • command forms using 'nosotros'. • differentiate between qué and cuál 		
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	<ul style="list-style-type: none"> • understand and apply proper sequence of tenses. 		
Reading	<ul style="list-style-type: none"> • read and understand authentic literature with exposure to analysis of character development, theme and symbolism. • read and understand websites, newspapers and magazines for awareness of contemporary topics. 		
Writing	<ul style="list-style-type: none"> • write summaries, compositions, essays on a variety of topics. • write factual reports based on cultural research. 		
Speaking	<ul style="list-style-type: none"> • respond orally in directed grammatical exercises. • discuss and communicate ideas both predetermined and spontaneous. • perform skits and plays. • present an oral report. • engage in conversation with peers, teachers and native speakers 		
Listening	<ul style="list-style-type: none"> • Comprehend, with basic understanding, the spoken word in musical lyrics. • Understand native and non-native speakers. • Process and respond to listening activities 		
Culture	<p><i>Students will gain an understanding of Hispanic culture in the U.S., Mexico/Central America, Cuba, West Indies, South America (southern and northern regions) and Spain via study of topics such as:</i></p> <ul style="list-style-type: none"> • holidays. • the role of fashion. • fictional short stories and readings such as <i><u>El Alcazar no Se Rinde</u></i>. • non-fiction cultural readings. • historic events. • Spanish language origins. • the arts in Spain and the Americas. • traditions. • art and artists from Spain • poetry. • the history of Spain from prehistoric to 16th century golden age and the Spanish Civil War • geography of Spain 		

	<ul style="list-style-type: none">• music• cuisine		
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Spanish 4

Focus: Students will improve their overall skill level in Spanish gaining greater fluency in speaking and more proficiency in listening, reading comprehension and written composition. Students will use the target language in real-life situations to express their ideas and opinions while deepening their knowledge and appreciation of the Spanish-speaking cultures, particularly that of Spain. The goal of Spanish 4 is to enable students to function at Stage III or IV of the continuum of the New Hampshire Guidelines. (See attached pages.)

Spanish 4

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<p><i>Students will be able to demonstrate knowledge of the following topics with comfort and ease in reading, writing, speaking and listening comprehension:</i></p> <ul style="list-style-type: none"> • global problems and solutions; nature and the environment • human rights and issues in foreign policy • individual and personality traits • personal relations; family and relationships • world of entertainment and stars • human diversity, rights and accomplishments • culinary arts and nutrition • social problems today • employment and economic issues • leisure 		
Grammar	<p><i>Students will build on knowledge of previously learned grammatical structures and verb tenses as they develop proficiency in reading, writing, speaking and listening comprehension.</i></p> <p><i>In addition, students will expand their knowledge of:</i></p> <ul style="list-style-type: none"> • imperfect vs. preterit tenses • uses of ser, estar, haber • probability • all subjunctive tenses with impersonal expressions • gustar and similar verbs • form and position of adjectives • perfect verb tenses • comparatives and superlatives with nouns, adjectives, verbs and adverbs 		

	<ul style="list-style-type: none"> • prepositions para vs por • uses of se • relative pronouns • subjunctive or indicative tenses with adjective clauses • all subjunctive or indicative tenses with adverbial clauses • all subjunctive or indicative tenses with ojala, tal vez, and quiza(s) • all subjunctive or indicative tenses with si-clauses • the passive voice 		
Reading	<ul style="list-style-type: none"> • read and understand current events and contemporary issues within the cultural context of the country • read and understand authentic literature and analyze main characters, theme, symbolism, irony and other literary devices 		
Writing	<ul style="list-style-type: none"> • write readily in a variety of forms (letters, literary analysis, reports, summaries, opinion statements, power points, etc.) • write a research paper with outline, rough draft, final copy and bibliography 		
Speaking	<ul style="list-style-type: none"> • communicate easily with peers and teacher in everyday classroom situations, both extemporaneous and prepared • communicate in specific classroom role-playing situations including a dramatic interpretation • make both formal and informal presentations at a comprehension level 		
Listening	<ul style="list-style-type: none"> • understand with comprehension conversation of students and the teacher in the classroom • follow with basic comprehension the spoken language in media and song lyrics • understand with comprehension of nuance both proficient and native speakers of Spanish in face-to-face contact 		

Culture	<i>Students will gain an understanding of cultural topics such as:</i> <ul style="list-style-type: none">• history of 18th and 19th century Spain• regions of Spain including the study of geography, topography, major cities, historical facts, customs and dialectical differences.• Hispanic holidays• art of Spanish Masters• Hispanic cuisine		
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Spanish 5

Focus: This course is designed to fine tune all aspects of reading, writing, listening and speaking that the students have learned up to this point. Students will engage in conversation, understand and interpret written and spoken language in a variety of topics and present information to an audience of listeners on a variety of topics. They will gain knowledge and understanding of other cultures, connect with other disciplines, develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

Spanish 5

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> • Use comprehensive vocabulary of to discuss issues about reality vs. fantasy, relationships, criticism of movies and TV, globalization, and future plans to create skits, have discussions, write stories, and read a variety of theme based materials • Investigate and apply new vocabulary to be able to comprehend reading assignments. • Investigate and apply new vocabulary to be able to comprehend listening assignments. • Investigate and apply new vocabulary to be able to use mass media. 		
Grammar	<ul style="list-style-type: none"> • Demonstrate knowledge of previously learned verb tenses and grammatical structures. • Use idiomatic expressions to further both written and oral expression. • Identify areas of weakness through self analysis and collaborate with instructor to analyze persistent errors. • Identify common pitfalls and false cognates. • Be able to apply all verb tenses • Expand knowledge of <ul style="list-style-type: none"> ○ Subjunctive ○ Ser, estar and haber ○ Adverbs ○ Adjectives ○ Prepositions and conjunctions ○ Conditional 		

Reading	<ul style="list-style-type: none"> • Be able to read literature for comprehension, for application of history, geography and cultural knowledge and for a basis of discussion • Analyze and comprehend short stories. • Demonstrate knowledge and mechanics of poetry and analyze meaning. • Demonstrate knowledge and mechanics of dramas and understand their historical and cultural context. • Analyze autobiographies and understand their historical and cultural context. • Demonstrate knowledge and importance of several major works of Spanish literature. • Research artists and artistic movements and interpret their importance. • Be able to read, interpret and discuss magazine and newspaper articles. 		
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Writing	<ul style="list-style-type: none"> • Plan, draft, analyze and revise when producing written material. • Use error correction code to reflect on written work. • Use writing to describe, narrate, reflect, persuade, analyze, evaluate, simplify, demonstrate knowledge and summarize. • Analyze cultural and historical content of movies. 		
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Speaking	<ul style="list-style-type: none"> • Discuss class work and respond to questions posed. • Debate issues of local and global importance. • Discuss readings. • Be able to communicate in specific role playing activities. • Summarize information and present it to the class. • Produce videotaped and theatrical performances. • Be able to discuss significant art, music and political movements of target countries. • Be able to initiate conversations and discuss daily activities with peers and teacher. • Be able to speak at an understandable level in unplanned situations. 		
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Listening	<ul style="list-style-type: none">• Interpret songs from a variety of genres.• Comprehend radio programs from a variety of sources.• Comprehend dialogue from movies.• Comprehend a variety of accents from different countries• Comprehend classroom discussions and conversations.		
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Culture	<ul style="list-style-type: none">• Identify social and political movements of México, Cuba, and Argentina• Comprehend articles from Latin American and Spanish newspaper and identify their cultural bias.• Understand the social importance of immigration issues in the Hispanic world.• Identify different genres of Hispanic music.		
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Spanish 5 Advanced Placement

Focus: This course is designed to cover the same material as Spanish 5 and prepare students for the Advanced Placement Exam. The curriculum is the same as Spanish 5 and includes the items listed below.

Spanish 5 AP

Content Cluster	Skills & Strategies: Students will...	Possible Learning Activities/Supporting Materials	Possible Assessments
Vocabulary	<ul style="list-style-type: none"> Use comprehensive vocabulary of home life, health, the environment, sports, medicine, and the environment. 		
Grammar	<ul style="list-style-type: none"> Demonstrate knowledge of all aspects of agreement and spelling. Correctly use all tenses and moods. Identify areas of difficulty with idiomatic expressions and other common issues for non native speakers. 		
Reading	<ul style="list-style-type: none"> Read articles or book excerpts and identify specific information and form opinions about the information presented. 		
Writing	<ul style="list-style-type: none"> Write a guided letter or email based on their life experience (per AP rubric) Write a 200 word essay on a specific topic based on 2 written and 1 spoken sources. (per AP rubric) 		
Speaking	<ul style="list-style-type: none"> Have a guided conversation about an topic based on their life experience (per AP rubric) Give a 2 minute lecture on a specific topic based on written and spoken sources. (per AP rubric) 		
Listening	<ul style="list-style-type: none"> Listen to short dialogues and identify specific information. Listen to 5 minute radio and TV programs with dialogues and narratives and identify specific information as well as form opinions about the information presented. 		
Culture	<ul style="list-style-type: none"> Use correct social clues in written and spoken work. 		

