

# WORLD LANGUAGES CURRICULUM GUIDE

FRENCH  
GERMAN  
JAPANESE  
LATIN  
SPANISH



APPROVED  
MARCH 2007

*World Languages  
Essential Learnings*

<b>Strand/Level</b>	<b>Introductory</b>	<b>Exploratory</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Listening</b>	<ol style="list-style-type: none"> <li>1. Listen to a variety of spoken messages recognizing basic vocabulary as comprehensible input.</li> <li>2. Analyze cultural elements reflected through music, holidays, food, language, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to a variety of spoken messages, recognizing words, phrases, and expressions.</li> <li>2. Demonstrate comprehension through physical and/or verbal responses to simple commands and questions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Comprehend meaning without focusing on literal translation.</li> <li>2. Learn about and accept different dialects and accents.</li> </ol>	Demonstrate comprehension of the spoken language from a variety of authentic sources.	Organize and synthesize prior knowledge with incoming spoken information.	Synthesize and evaluate at a near-native rate of speech when provided with visual cues.
<b>Speaking</b>	Communicate for a variety of purposes applying pronunciation, intonation patterns, learned vocabulary, and syntax.	<ol style="list-style-type: none"> <li>1. Speak for a variety of purposes including simple conversations, responding to questions and naming objects.</li> <li>2. Apply pronunciation and intonation patterns to verbal responses.</li> </ol>	Speak in present tense using pronunciation that supports meaning.	Speak using appropriate verb form and tense for a variety of situations using authentic punctuation.	Express ideas in a variety of ways while maintaining conversations for extended periods of time and for a variety of purposes.	Express ideas spontaneously while using correct grammar, vocabulary, and pronunciation.

*World Languages  
Essential Learnings*

<b>Strand/Level</b>	<b>Introductory</b>	<b>Exploratory</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Reading</b>	Read and recognize basic vocabulary, simple phrases and cognates from a variety of sources.	Read and understand a variety of basic vocabulary, simple phrases, and cognates.	Develop and use basic reading skills in order to comprehend a variety of reading materials.	Apply and demonstrate reading skills to move from guided comprehension to independent understanding of a variety of materials.	Develop and use advanced reading skills to analyze and examine a variety of reading materials.	Synthesize reading skills in order to respond to and evaluate a variety of reading materials.
<b>Writing</b>	Apply basic vocabulary in writing labels, lists, and simple phrases.	Communicate in writing for a variety of purposes.	Write descriptions and narratives communicating information and ideas using current vocabulary.	Write descriptions and narratives to communicate information and ideas using appropriate vocabulary, grammar forms, and structures utilizing more complex sentence structures and applying the writing process.	Write descriptions and narratives expressing a variety of opinions, ideas, and themes.	Write compositions expressing a variety of opinions, ideas, themes, and textual analysis.

## WORLD LANGUAGES Introductory (K-3)

**Introductory** world language instruction presents the beginning speaker with basic vocabulary, grammar, conversational phrases and expressions of the target language. It also offers an introduction into influences and traditions of world cultures.

- State Standard 1** Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
- State Standard 2** Students acquire and use knowledge of other cultures while developing foreign language skills.

### Listening

#### Essential Learning 1

*Listen to a variety of spoken messages recognizing basic vocabulary as comprehensible input.*

#### Learner Objectives

The learner will. . .

- listen to a variety of language sources
- understand a variety of basic spoken messages
- recognize words, phrases, and expressions
- demonstrate comprehension through responses to basic commands and questions

#### Essential Learning 2

*Analyze cultural elements reflected through music, holidays, food, language, etc.*

#### Learner Objectives

The learner will. . .

- discover cultural elements of target languages

## Speaking

### Essential Learning

*Communicate for a variety of purposes applying pronunciation, intonation patterns, learned vocabulary, and syntax*

### Learner Objectives

#### The learner will. . .

- speak in the target language for a variety of purposes
  - repeat
  - name objects
  - respond verbally to basic questions
- express emotions, and needs, through simple responses
- participate in simple, guided dialogues and presentations
- apply pronunciation rules and intonation patterns

## Reading

### Essential Learning

*Read and recognize basic vocabulary, simple phrases, and cognates from a variety of sources*

### Learner Objectives

#### The learner will. . .

- read simple phrases and words written in the target language
- understand various written vocabulary
- discover cultural elements

## **Writing**

### **Essential Learning**

*Apply basic vocabulary in writing labels, lists, and simple phrases*

### **Learner Objectives**

#### **The learner will. . .**

- write in the target language
  - copy
  - label
  - list
- write words and short phrases
- use beginning vocabulary and basic structures of the target language

## WORLD LANGUAGES Exploratory (4-7)

**Exploratory** language classes are linguistic and cultural experiences which precede the first level of regular language programs. They generate interest in world languages among a broad segment of the student population. The world languages exploratory program builds readiness for a more formal study of languages and cultures.

- State Standard 1** Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
- State Standard 2** Students acquire and use knowledge of other cultures while developing foreign language skills.

### Listening

#### Essential Learning 1

*Listen to a variety of spoken messages recognizing words, phrases, and expressions*

#### Learner Objectives The learner will. . .

- listen to a variety of language sources
- recognize words, phrases and expressions
  - recall
  - identify
- explore cultural elements

#### Essential Learning 2

*Demonstrate comprehension through physical and/or verbal responses to simple commands and questions*

- understand a variety of spoken messages and commands
- demonstrate comprehension through accurate verbal and/or physical responses to commands and questions

## Speaking

### Essential Learning 1

*Speak for a variety of purposes including simple conversations, responding to questions, and naming objects*

#### Learner Objectives

##### The learner will. . .

- speak in the target language for a variety of purposes
  - repeat
  - name objects
  - respond verbally to questions
- communicate using simple phrases
  - provide, obtain, and exchange information
  - express emotions and needs
  - engage in guided dialogues and presentations

### Essential Learning 2

*Apply pronunciation and intonation patterns to verbal responses*

#### Learner Objectives

##### The learner will. . .

- use appropriate pronunciation while speaking in the target language
- apply intonation patterns to speech

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## Reading

### Essential Learning

*Read and understand a variety of basic vocabulary, simple phrases, and cognates*

### Learner Objectives

#### The learner will. . .

- read and understand a variety of basic materials written in the target language
- understand various written vocabulary
  - simple instructions to accomplish a task
  - recognize words, phrases, expressions
  - identify cognates
- explore cultural elements

## Writing

### Essential Learning

*Communicate in writing for a variety of purposes*

### Learner Objectives

#### The learner will. . .

- write in the target language
  - label
  - list
- communicate basic sentences
  - spell words correctly
  - use basic vocabulary of the target language to convey meaning
  - use basic structures
- write simple descriptions and dialogues

## WORLD LANGUAGES Level 1

**Levels 1, 2, 3, and 4** language courses offer a more formal study of world languages and cultures. Sequential learning for levels 1, 2, 3, and 4 are based on the ability to communicate, make connections, and comparisons while understanding the culture and impact on communities.

**State Standard 1** Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.

**State Standard 2** Students acquire and use knowledge of other cultures while developing foreign language skills.

### Listening

#### Essential Learning 1

*Comprehend meaning without focusing on literal translation*

#### Learner Objectives The learner will. . .

- recognize words, phrases, expressions, and grammatical structures
- demonstrate comprehension through appropriate responses
- understand cultural elements

#### Essential Learning 2

*Learn about and accept different dialects and accents*

#### Learner Objectives The learner will. . .

- listen and derive meaning from a variety of spoken language sources
- understand cultural elements

## Speaking

### Essential Learning

*Speak in present tense using pronunciation that supports meaning*

### Learner Objectives

#### The learner will. . .

- speak in the target language for a variety of purposes with diverse audiences
  - narrative
  - questions/answer: open ended vs. yes/no
- participate in brief conversations on familiar topics
- communicate for a variety of purposes
  - provide, obtain, and exchange information
  - express emotions, needs, and opinions
- apply pronunciation rules and intonation patterns
- use vocabulary, grammatical forms, and structures of the target language to convey meaning

## Reading

### Essential Learning

*Develop and use basic reading skills in order to comprehend a variety of reading materials*

### Learner Objectives

#### The learner will. . .

- recognize cognates, words, phrases, common expressions, and grammatical structures
- infer meaning of unfamiliar words from context

- demonstrate comprehension of reading materials (*recall content, locate specific information*)
- identify cultural elements in reading materials

## Writing

### Essential Learning

*Write descriptions and narratives communicating information and ideas using current vocabulary*

### Learner Objectives

#### The learner will. . .

- express emotions, needs, and opinions
- compose a letter describing self, family, friends, demonstrating adjective agreement with nouns
- describe leisure activities in the present tense
- illustrate elements of school and life (*classroom objects, schedule, and sports*)
- demonstrate proficiency in present tense verbs using regular and irregular verbs
- formulate and respond to interrogatives

## WORLD LANGUAGES Level 2

**Levels 1, 2, 3, and 4** language courses offer a more formal study of world languages and cultures. Sequential learning for levels 1, 2, 3, and 4 are based on the ability to communicate, make connections, and comparisons while understanding the culture and impact on communities

- State Standard 1** Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
- State Standard 2** Students acquire and use knowledge of other cultures while developing foreign language skills.

### Listening

#### Essential Learning

*Demonstrate comprehension of the spoken language from a variety of authentic sources*

#### Learner Objectives

##### The learner will. . .

- listen to and derive meaning from a variety of language sources of increasing complexity (*identify main idea, recognize specific details*)
- recognize words, phrases, expressions, and grammatical structures
- demonstrate comprehension through appropriate responses
- understand cultural elements

## Speaking

### Essential Learning

*Speak using appropriate verb form and tense for a variety of situation using authentic punctuation*

### Learner Objectives

#### The learner will. . .

- speak for a variety of purposes with diverse audiences
- initiate and participate in conversations on familiar topics
- communicate
  - provide, obtain, and exchange information
  - express emotions, needs, and opinions
  - describe and narrate
- apply pronunciation rules and intonation patterns
- use vocabulary, grammatical forms, and structures of the target language to convey meaning

## Reading

### Essential Learning

*Apply and demonstrate reading skills to move guided comprehension to independent understanding of a variety of materials*

### Learner Objectives

#### The learner will. . .

- recognize words, phrases, expressions, and grammatical structures of increasing number and complexity

- demonstrate comprehension of reading materials:
  - identify main idea
  - utilize familiar vocabulary to understand text
  - understand and restate sequence of events
- interpret cultural elements in reading materials

## **Writing**

### **Essential Learning**

*Write descriptions and narratives to communicate information and ideas using appropriate vocabulary, grammar forms, and structure utilizing more complex sentence structures and applying the writing process*

### **Learner Objectives**

#### **The learner will. . .**

- employ a deeper expression of personal opinion
- communicate effectively with the appropriate vocabulary and the structure needed to narrate events that take place
- use double verb construction in a single sentence
- utilize direct and indirect pronouns
- use reflexive verbs in present, past, and near future

## WORLD LANGUAGES Level 3

**Levels 1, 2, 3, and 4** language courses offer a more formal study of world languages and cultures. Sequential learning for levels 1, 2, 3, and 4 are based on the ability to communicate, make connections, and comparisons while understanding the culture and impact on communities

- State Standard 1** Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
- State Standard 2** Students acquire and use knowledge of other cultures while developing foreign language skills.

### Listening

#### Essential Learning

*Organize and synthesize prior knowledge with incoming spoken information*

#### Learner Objectives

##### The learner will. . .

- listen to and derive meaning from authentic language sources of increasing complexity through context, intonation and situations
- demonstrate comprehension through appropriate responses of increasingly complex situations
- understand cultural elements

## Speaking

### Essential Learning

*Express ideas in a variety of ways while maintaining conversations for extended periods of time and for a variety of purposes*

### Learner Objectives

#### The learner will. . .

- speak for a wide variety of purposes with diverse audiences
- initiate brief conversations (*describe, narrate, speculate, and explain*)
- communicate:
  - to provide, obtain, and exchange information
  - to express emotions and needs
  - to defend opinions
  - to summarize and retell
  - to express thought in alternate ways
- apply pronunciation rules and intonation patterns that reflect language structure
- use expanded vocabulary, grammatical forms, and structures of the target language to convey meaning (*use of basic colloquial expressions*)

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## Reading

### Essential Learning

*Develop and use advanced reading skills to analyze and examine a variety of reading materials*

### Learner Objectives

#### The learner will. . .

- recognize words, phrases, expressions, and grammatical structures of increasing complexity
- demonstrate comprehension
  - predict outcomes
  - summarize
  - recognize the author's point of view and purpose
- analyze cultural elements in reading materials

## Writing

### Essential Learning

*Write descriptions and narratives expressing a variety of opinions, ideas, and themes*

### Learner Objectives

#### The learner will. . .

- compare/contrast, synthesize, analyze information
- express and defend emotions and needs as well as express thought in alternate ways using the subjunctive
- use expanded vocabulary, grammatical forms, and structures to convey meaning
- compose lengthy pieces of writing demonstrating critical thinking and expressions
- employ detailed writing process

## WORLD LANGUAGES Level 4

**Levels 1, 2, 3, and 4** language courses offer a more formal study of world languages and cultures. Sequential learning for levels 1, 2, 3, and 4 are based on the ability to communicate, make connections, and comparisons while understanding the culture and impact on communities.

- State Standard 1** Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.
- State Standard 2** Students acquire and use knowledge of other cultures while developing foreign language skills.

### Listening

#### Essential Learning

*Synthesize and evaluate at a near-native rate of speech when provided with visual cues*

#### Learner Objectives

##### The learner will. . .

- listen to and derive meaning from increasingly complex and abstract authentic sources
- understand a variety of listening situations from diverse media sources, including native and non-native speakers
- understand cultural elements

## Speaking

### Essential Learning

*Express ideas spontaneously while using correct grammar, vocabulary, and pronunciation*

### Learner Objectives

#### The learner will. . .

- speak spontaneously for a variety of purposes with diverse audiences
- communicate:
  - to provide, obtain, and exchange information
  - to express emotions and needs
  - to defend and justify opinions, and persuade listeners
  - to summarize and re-tell
  - to express thoughts in alternate ways
- initiate and sustain conversations (*describe, narrate, explain and analyze*)
- apply pronunciation rules and intonation patterns that reflect language structure
- use expanded vocabulary, grammatical forms, and structures of the target language to convey meaning, including use of colloquial expressions

## Reading

### Essential Learning

*Synthesize reading skills in order to respond to and evaluate a variety of reading materials*

### Learner Objectives

#### The learner will. . .

- recognize words, phrases, expressions, and grammatical structures of increasing complexity
- demonstrate comprehension
  - formulate opinions about material
  - express personal reaction
  - examine and evaluate the style, tone, and purpose
- evaluate, compare, and contrast cultural elements in reading materials

## Writing

### Essential Learning

*Write compositions expressing a variety of opinions, ideas, themes, and textual analysis*

### Learner Objectives

#### The learner will. . .

- defend and justify opinions and persuade the audience
- express thoughts in alternate and more complex ways
- compose reactions to current events and relevant world issues (*affairs*)

	<b>Verbs</b>	<b>Grammar</b>	<b>Vocabulary</b>
<b>Exploratory</b>	<ul style="list-style-type: none"> <li>- aller</li> <li>- etre`</li> </ul>	<ul style="list-style-type: none"> <li>- articles (definite/indefinite)</li> <li>- adjective agreement (gender/number)</li> <li>- basic questions</li> <li>- introduce possessive adjectives (my, your)</li> <li>- punctuation/capitalization</li> <li>- conjunctions                             <ul style="list-style-type: none"> <li>• and</li> <li>• or</li> <li>• but</li> <li>• because</li> </ul> </li> <li>- pronunciation</li> <li>- word order</li> <li>- possession with de</li> <li>- cognates</li> <li>- idiomatic expressions</li> <li>- 1st, 2nd, 3rd, person singular verb conjugation</li> <li>- formal vs. informal</li> <li>- negation</li> </ul>	<ul style="list-style-type: none"> <li>- alphabet*</li> <li>- body parts*</li> <li>- numbers 1-100*</li> <li>- days, months, dates*</li> <li>- classroom objects and commands*</li> <li>- greetings/introductions*</li> <li>- family*</li> <li>- emotions/feelings*</li> <li>- time</li> <li>- colors/adjectives</li> <li>- weather/seasons</li> <li>- café foods</li> <li>- clothing</li> <li>- holidays</li> <li>- geography</li> </ul> <p>*Required</p>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>- er verbs</li> <li>- ir verbs</li> <li>- re verbs</li> <li>- aller</li> <li>- avoir</li> <li>- faire</li> <li>- vouloir</li> <li>- pouvoir</li> <li>- etre</li> <li>- prendre</li> </ul>	<ul style="list-style-type: none"> <li>- conjugation</li> <li>- 2 verb sentences</li> <li>- subject pronouns</li> <li>- a + de contractions</li> <li>- negation</li> <li>- articles</li> <li>- possessive objectives</li> <li>- adjective agreement</li> <li>- futur proche</li> <li>- possession with de</li> </ul>	<ul style="list-style-type: none"> <li>- question words</li> <li>- food</li> <li>- school objects</li> <li>- clothes</li> <li>- colors</li> <li>- classes</li> <li>- time</li> <li>- numbers</li> <li>- family</li> <li>- activities</li> <li>- house</li> <li>- neighborhoods</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>- irregular verbs:                             <ul style="list-style-type: none"> <li>• dire</li> <li>• lire</li> <li>• rire</li> <li>• ecrire</li> <li>• croire</li> <li>• savoir</li> <li>• devoir</li> <li>• connaitre</li> <li>• venire</li> <li>• mettre</li> <li>• voir</li> </ul> </li> <li>- irregular ir verbs                             <ul style="list-style-type: none"> <li>• server</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- passe, compose</li> <li>- stress pronouns</li> <li>- imparfait</li> <li>- near past</li> <li>- reflexives</li> <li>- demonstrative adjectives</li> <li>- difference between savior and connaitre</li> </ul>	<ul style="list-style-type: none"> <li>- more negative words</li> <li>- verb agreement</li> </ul>

	<b>Verbs</b>	<b>Grammar</b>	<b>Vocabulary</b>
	<ul style="list-style-type: none"> <li>• dormir</li> <li>• partir</li> <li>• sortir</li> </ul> - Van der tramp verbs		
<b>Level 3</b>	other irregular verbs	- futur simple - conditional - les propositions avec si et quand subjonctif	- direct object pronouns - indirect object pronouns
<b>Level 4</b>		- plus que parfait - future anterior - passé simple - passe du conditionnel	

	<b>Verbs</b>	<b>Grammar</b>	<b>Vocabulary</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>- direct objects</li> <li>- future time expressed by present tense and adverb</li> <li>- selected present perfect construction to express past action</li> <li>- word order for statements, questions, commands</li> <li>- past time expressed by present tense and schon</li> <li>- gern with verbs</li> <li>- present tense with modals and infinitives</li> <li>- react to imperatives in the classroom</li> <li>- present tense of regular verbs</li> <li>- present tense of selected irregular verbs: sein, haben, wissen</li> <li>- present tense of stem vowel changing verbs: fahren, sehen, lesen, tragen, laufen, sprechen, essen, geben, nehmen</li> <li>- ein and der words</li> </ul>	<ul style="list-style-type: none"> <li>- conjunctions (coordinating)</li> <li>- adjective after the noun</li> <li>- modal verbs in the present tense: duerfen, koennen, moegen/moechten, muessen, sollen, wollen</li> <li>- negation of modal verbs</li> <li>- nouns with definite and indefinite articles</li> <li>- personal pronouns</li> <li>- possessive adjectives</li> <li>- appropriate adverbs</li> <li>- accusative case</li> <li>- dative case</li> </ul>	<ul style="list-style-type: none"> <li>- alphabet</li> <li>- numbers</li> <li>- days of week, month, seasons</li> <li>- weather, temperature</li> <li>- emotions, feelings</li> <li>- classroom expressions and objects</li> <li>- names</li> <li>- age</li> <li>- pets</li> <li>- family</li> <li>- time</li> <li>- courses and subjects</li> <li>- colors</li> <li>- Zu Hause/nach Hause</li> <li>- Greetings and leave-takings</li> <li>- Courtesy expressions</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>- present tense verbs with separable prefixes</li> <li>- present tense verbs with inseparable prefixes</li> <li>- reflexive verbs</li> <li>- imperfect verbs</li> <li>- questions, commands</li> <li>- past perfect tense</li> <li>- present tense of command forms</li> <li>- indirect object prepositions</li> <li>- possessive adjectives</li> <li>- adverbs</li> <li>- noun/pronoun relationships</li> <li>- interrogatives</li> <li>- word order with direct and indirect objects</li> <li>- indirect objects</li> </ul>	<ul style="list-style-type: none"> <li>- omission of articles with professions</li> <li>- subordinating conjunctions</li> <li>- word order in complex sentences</li> <li>- adjective endings</li> <li>- either/or prepositions</li> <li>- comparative and superlative</li> <li>- genitive case</li> <li>- genitive prepositions</li> </ul>	<ul style="list-style-type: none"> <li>- ask for and follow directions</li> <li>- use public transportation</li> <li>- shopping</li> <li>- professions</li> <li>- daily activities</li> <li>- rejoinders and interjections</li> <li>- clothing</li> <li>- rooms in a house</li> <li>- sports and games</li> <li>- excerpts and short stories</li> <li>- role playing</li> <li>- original skits</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>- subjunctive I and II</li> <li>- subjunctive with wuerde construction</li> <li>- passive voice</li> </ul>	<ul style="list-style-type: none"> <li>- relative pronouns</li> <li>- wo/da compounds</li> <li>- time expressions</li> <li>- nouns declined as adjectives</li> <li>- genitive prepositions</li> <li>- indefinite relative pronoun (was)</li> </ul>	<ul style="list-style-type: none"> <li>- order a meal</li> <li>- use the post office/bank</li> <li>- fairy tales/legends</li> <li>- excerpts and short stories</li> <li>- written and spoken response to a topic</li> </ul>

	<b>Verb</b>	<b>Grammar</b>	<b>Vocabulary</b>
<b>Level 4</b>	- continuation and expansion of Level III	- continuation and expansion of Level III	- continuation and expansion of Level III

	<b>Verbs</b>	<b>Grammar</b>	<b>Vocabulary</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>- copula (desu/deshita form)</li> <li>- nonpast formal form of verbs (masu form)</li> <li>- past tense of formal form of verbs (mashita form)</li> <li>- volitional formal form of verbs (masho form)</li> <li>- te form of verbs (te kudasai)</li> <li>- verb stem + ni + ikimasu</li> <li>- verb stem + tai form</li> <li>- arimasu/imasu</li> </ul>	<ul style="list-style-type: none"> <li>- pronouns (singular and plural, -tachi)</li> <li>- common nouns</li> <li>- adjectives (i adjective/na adjective)</li> <li>- demonstratives (kore, sore, etc.)</li> <li>- affirmative, negative, interrogative expressions</li> <li>- ellipsis (omission of subject, words, phrases)</li> <li>- interjections (ah, jaa, etc.)</li> <li>- conjunctions (soshite, sorekara)</li> <li>- honorific (-san)</li> <li>- particles (subject marker, object marker, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- hiragana &amp; Katakana alphabets</li> <li>- kanji (50-100 characters)</li> <li>- numbers and counters</li> <li>- countries and nationalities</li> <li>- age and occupations</li> <li>- family/self</li> <li>- classroom vocabulary</li> <li>- time/schedule/days of week</li> <li>- transportation</li> <li>- food</li> <li>- sports</li> <li>- subjects</li> <li>- body parts</li> <li>- weather</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>- nonpast informal form of verbs (dictionary/plain form)</li> <li>- plain form + tsumoridesu</li> <li>- plain form + to omoimasu</li> <li>- past informal form of verbs (past plain form: ta form)</li> <li>- past plain form + kotogaarimasu</li> <li>- te form of verbs (te + moiidesu, etc.)</li> <li>- informal negative form of verbs (nai form)</li> <li>- honorific verb (irasshaimasu)</li> </ul>	<ul style="list-style-type: none"> <li>- adjectives (past tense of i adjective and na adjective)</li> <li>- comparison and superlative degree</li> <li>- conjunctions (demo, dakara, etc.)</li> <li>- adverbs (degree of certainty) kitto, osoraku, tabun</li> <li>- adverbs of frequency, quantity and extent (amari, yoku, zenzen, etc)</li> <li>- counting unites of time (years, months, weeks, days)</li> <li>- particles</li> <li>- prepositions</li> <li>- subordinate clause (-kara)</li> </ul>	<ul style="list-style-type: none"> <li>- kanji (100-150 characters)</li> <li>- katakana alphabet</li> <li>- writing letters</li> <li>- daily activities</li> <li>- shopping</li> <li>- dining out</li> <li>- going out</li> <li>- telephone call</li> <li>- Seasons</li> <li>- dates, months, years</li> <li>- counters (hitori, hitotsu, -mai, -hon, etc.)</li> <li>- colors</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>- transitive and intransitive verbs (akeru, aku, etc.)</li> <li>- conditional form of verbs (-ba, -nara, -tara)</li> <li>- volitional form (ikou, tabeyou, etc.)</li> <li>- plain form + <ul style="list-style-type: none"> <li>o hazudesu</li> <li>o sodesu</li> <li>o younisuru</li> <li>o tokoro desu</li> </ul> </li> <li>- verb stem and sugiru</li> <li>- informal negative form of verbs (nakereba narimasen)</li> <li>- potential form of verbs (dekiru, -reru)</li> </ul>	<ul style="list-style-type: none"> <li>- inverted word order (i.e. emphasis on speech)</li> <li>- listing more than one object (-mo -mo)</li> <li>- vounters (-zutsu)</li> <li>- relative clause (-toki)</li> <li>- pronoun (jibun)</li> <li>- adjectives (present and past tense, affirmative and negative form)</li> </ul>	<ul style="list-style-type: none"> <li>- kanji (100-150 characters)</li> <li>- giving and receiving</li> <li>- visiting</li> <li>- map/direction</li> <li>- opinions/feelings</li> <li>- selected literature (articles, short stories)</li> <li>- selected authentic materials (brochure, advertisement, menu, etc.)</li> <li>- clothing</li> <li>- environment</li> <li>- cultural characteristics</li> </ul>

<b>Level 4</b>	<ul style="list-style-type: none"><li>- conditional form of verbs (affirmative and negative, ikeba, ikanakereba, etc.)</li><li>- passive form of verbs (-reru, -rareru)</li><li>- causative form of verbs (-saseru)</li><li>- causative passive form (-saserareru)</li></ul>	<ul style="list-style-type: none"><li>- inverted word order (emphasis on speech)</li><li>- descriptive words or onomatopoeia (dondon, zaazaa, etc.)</li><li>- adverbs (masumasu, etc.)</li></ul>	<ul style="list-style-type: none"><li>- kanji (100-150 character)</li><li>- health</li><li>- special occasions (graduation, entrance examination, etc.)</li><li>- environment</li><li>- expression by female or male, child or adults</li></ul>
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	<b>Verbs</b>	<b>Grammar</b>	<b>Vocabulary</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>- indicative mood: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> 4<sup>th</sup> conjugations</li> <li>- imperative mood: singular and plural (active forms)</li> <li>- irregular forms: sum, possum</li> <li>- selected uses of infinitives and participles</li> <li>- tenses: present, imperfect, future, perfect, pluperfect, future perfect</li> </ul>	<ul style="list-style-type: none"> <li>- first three declensions for nouns: case construction, gender, number (singular and plural)</li> <li>- uses of cases (parts of speech): nominative, dative genitive, accusative, ablative</li> <li>- first, second, and third declension adjectives</li> <li>- noun adjective agreement</li> <li>- predicate adjectives</li> <li>- positive forms of adjectives</li> <li>- simple conjunctions</li> <li>- adverbs</li> <li>- prepositions and prepositional phrases: accusative, ablative</li> <li>- subject pronouns</li> <li>- ablative time, means, and manner</li> </ul>	<ul style="list-style-type: none"> <li>- use basic Latin vocabulary while simultaneously expanding English vocabulary through the use of derivatives (English words derived from Latin words)</li> <li>- numbers 1-30, 100, 1000</li> <li>- roman numerals</li> <li>- pronounce Latin words</li> <li>- parts of the body</li> <li>- meals/food</li> <li>- colors</li> <li>- animals</li> <li>- Roman names/people</li> <li>- days/months</li> <li>- seasons</li> <li>- emotions/feelings</li> <li>- family</li> <li>- time</li> <li>- songs/greetings</li> <li>- mythological characters/gods/goddesses</li> <li>- Roman baths</li> <li>- Roman architecture</li> <li>- Important holidays/dates</li> <li>- Roman cultural terms</li> <li>- Words used in classical readings</li> <li>- clothing</li> </ul>

	<b>Verbs</b>	<b>Grammar</b>	<b>Vocabulary</b>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>- declensions IV and V, case construction of nouns               <ul style="list-style-type: none"> <li>• nominative case in comparative construction</li> <li>• partitive genitives; genitive with causa and gratia</li> <li>• dative with special verbs</li> <li>• datives of possession and agent and double datives</li> <li>• accusatives of duration of time and extent of space</li> <li>• accusatives of place to which without a preposition</li> <li>• ablative of time within which and when</li> <li>• ablatives of description and comparison</li> <li>• ablative absolute</li> <li>• ablative with utor, potior, fungor, vescor, fruor</li> <li>• locative</li> </ul> </li> <li>- adjectives               <ul style="list-style-type: none"> <li>• comparative and superlative degree</li> <li>• interrogative adjectives</li> <li>• irregular adjectives</li> </ul> </li> <li>- pronouns               <ul style="list-style-type: none"> <li>• reflexive and interrogative, idem, ipse</li> <li>• adverbs formed from third declension adjectives</li> </ul> </li> <li>- adverbs               <ul style="list-style-type: none"> <li>• comparative and superlative degrees of regular and irregular adverbs</li> <li>• adverbs formed from third declension adjectives</li> </ul> </li> <li>- verbs               <ul style="list-style-type: none"> <li>• deponent verbs</li> <li>• subjunctive mood: hortatory, purpose clause, result clause, indirect question</li> <li>• gerund and gerundive forms and uses</li> <li>• irregular verbs (volo, malo, nolo, ero, fero, fio)</li> <li>• imperative mood (irregular and negative forms)</li> <li>• infinitives (active and passive, objective, subjective and indirect statement)</li> <li>• participles (active and passive)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- nouns: declensions III and IV, case construction of nouns</li> <li>- partitive genitive</li> <li>- dative with special verbs</li> <li>- datives of possession and agent</li> <li>- accusatives of duration of time and extent of space</li> <li>- accusatives of place to which without a preposition</li> <li>- ablatives of description and comparison</li> <li>- ablative absolute</li> <li>- locatives</li> <li>- comparative and superlative degree adjectives</li> <li>- interrogative adjectives</li> <li>- irregular adjectives</li> <li>- reflexive and interrogative pronouns</li> <li>- personal pronouns</li> <li>- demonstrative pronouns</li> <li>- relative pronouns</li> <li>- adverbs formed from third declension adjectives</li> <li>- comparative and superlative adverbs</li> <li>- irregular adverbs</li> <li>- etymologies (break word down to find meaning): Latin and English words</li> </ul>	<ul style="list-style-type: none"> <li>- derivatives</li> <li>- mottos, expressions, and abbreviations</li> <li>- Roman numbers 30-100</li> <li>- Roman cultural items</li> <li>- Roman/Greek mythological characters and terms</li> <li>- words used in classical readings</li> <li>- basic geography of classical world/city of Rome</li> <li>- important holidays and dates</li> <li>- songs/greetings</li> <li>- classical readings: Julius Caesar, Vergil, Terence</li> <li>- Roman life: army, government, religious beliefs/ceremonies, entertainment, calendar</li> <li>- history: Caesar's life, Roman Republic, Hannibal and Punic Wars</li> </ul>

	<ul style="list-style-type: none"> <li>- deponents</li> <li>- subjective mood: hortatory, purpose clause, result clause, indirect question, jussive, fear clause, cum clause, proviso clause, relative clause of characteristics conditional sentences jussive noun</li> <li>- gerund and gerundive forms/uses</li> <li>- irregular verbs: volo, malo, nolo, ero, fero, fio</li> <li>- imperative mood: irregular forms, negative forms, passive forms</li> <li>- infinitives: irregular forms, all active and passive forms, indirect statement</li> <li>- participles: all active and passive forms, irregular forms</li> </ul>		
<b>Level 3</b>	<ul style="list-style-type: none"> <li>- review subjunctive mood</li> </ul>	<ul style="list-style-type: none"> <li>- learn to read and recite poetry</li> <li>- metric scansion: iambic pentameter, dactylic hexameter, poetic forms of verbs, use of alliteration, use of anaphora</li> <li>- memorize short passages</li> </ul>	<ul style="list-style-type: none"> <li>- selected mythology</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>- review subjunctive mood</li> </ul>	<ul style="list-style-type: none"> <li>- original Latin literature</li> </ul>	<ul style="list-style-type: none"> <li>- classical history</li> <li>- events from: Monarchy, Empire, important wars and conquests</li> </ul>

	<b>Verb</b>	<b>Grammar</b>	<b>Vocabulary/Topics</b>
<b>Introductory K-3</b>	<ul style="list-style-type: none"> <li>- hay</li> <li>- me gusta/te gusto</li> <li>- me duele</li> <li>- estar</li> <li>- tener</li> <li>- ser</li> <li>- llamar</li> </ul>	<ul style="list-style-type: none"> <li>- pronunciation</li> <li>- adjective placement</li> <li>- conjunctions (and/or)</li> <li>- adjective agreement (gender)</li> <li>- punctuation/capitalization</li> <li>- articles (definite)</li> </ul>	<ul style="list-style-type: none"> <li>- alphabet</li> <li>- numbers 1-30</li> <li>- colors</li> <li>- days/months</li> <li>- weather/seasons</li> <li>- food</li> <li>- body parts</li> <li>- clothing</li> <li>- animals</li> <li>- feelings (basic)</li> <li>- introductions</li> <li>- family</li> <li>- transportation</li> </ul>
<b>Exploratory 4-7</b>	<ul style="list-style-type: none"> <li>- basic ar, er, ir, verbs</li> <li>- ser/estar</li> <li>- hay</li> <li>- tener</li> <li>- me gusta/te gusta, le gusta</li> </ul>	<ul style="list-style-type: none"> <li>- articles (definite/indefinite)</li> <li>- adjective agreement (gender/number)</li> <li>- basic question words</li> <li>- introduce possessive adjectives (mi, tu)</li> <li>- punctuation/capitalization</li> <li>- conjunctions (and, or, but, because)</li> <li>- pronunciation</li> <li>- word order</li> <li>- possession with "de"</li> <li>- cognates</li> <li>- negatives</li> <li>- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, person conjugations</li> <li>- formal vs. informal</li> </ul>	<ul style="list-style-type: none"> <li>- numbers 1-100*</li> <li>- colors</li> <li>- days/months*</li> <li>- weather/seasons</li> <li>- time</li> <li>- emotions/feelings*</li> <li>- classroom commands*</li> <li>- family*</li> <li>- animals</li> <li>- introductions*</li> <li>- traits/characteristics*</li> <li>- alphabet*</li> <li>- body parts</li> <li>- idiomatic expressions</li> <li>- cognates*</li> <li>- holidays</li> <li>- food</li> <li>- geography of Spanish speaking countries</li> <li>- clothing</li> <li>- adjectives</li> </ul> <p>*required</p>

	<b>Verb</b>	<b>Grammar</b>	<b>Vocabulary</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>- regular ar/er/ir verbs</li> <li>- tener/tener expressions tener que</li> <li>- ser vs. estar</li> <li>- 2 verb rule</li> <li>- ir/ir a</li> <li>- gustar, encantar</li> <li>- "go" verbs</li> <li>- stem changers and jugar                             <ul style="list-style-type: none"> <li>• o&gt;ue, e&gt;ie</li> </ul> </li> <li>- hay/<del>hay</del> que</li> <li>- verbs after preposition</li> <li>- acabar de + infinitive</li> <li>- deber + infinitive</li> <li>- present progressive</li> </ul>	<ul style="list-style-type: none"> <li>- masculine/feminine nouns and adjectives</li> <li>- definite/indefinite articles</li> <li>- subject pronouns</li> <li>- possessive adjectives</li> <li>- noun/adjective agreement</li> <li>- word order                             <ul style="list-style-type: none"> <li>• negation, questioning, simple sentences, interrogatives, placement of adjectives</li> </ul> </li> <li>- possession with de</li> <li>- demonstrative adjectives</li> <li>- conjunctions to form compound and complex sentences</li> <li>- contractions                             <ul style="list-style-type: none"> <li>• al</li> <li>• de</li> </ul> </li> <li>- prepositional phrases</li> <li>- alphabet</li> <li>- numbers</li> <li>- tu vs. usted</li> </ul>	<ul style="list-style-type: none"> <li>- school subjects</li> <li>- greetings and departures</li> <li>- sports words</li> <li>- family</li> <li>- classroom objects</li> <li>- time and dates</li> <li>- seasons</li> <li>- basic weather expressions</li> <li>- parts of the school</li> <li>- restaurant vocabulary</li> <li>- party vocabulary</li> <li>- colors</li> <li>- emotions</li> <li>- likes/dislikes</li> <li>- food</li> <li>- chores</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>- review level 1</li> <li>- preterite ar/er/ir verbs                             <ul style="list-style-type: none"> <li>• all regulars</li> <li>• car, gar, zar</li> </ul> </li> <li>- reflexive verbs</li> <li>- special verbs</li> <li>- irregular preterit</li> <li>- imperfect tense                             <ul style="list-style-type: none"> <li>• verb endings</li> <li>• when to use it</li> </ul> </li> <li>- saber vs. conocer</li> </ul>	<ul style="list-style-type: none"> <li>- direct object pronouns</li> <li>- indirect object pronouns</li> <li>- pronouns after prepositions</li> <li>- affirmative/negative                             <ul style="list-style-type: none"> <li>• ninguno, alguno (a, os, as), tampoco, ni</li> </ul> </li> <li>- time expressions w/preterit and imperfect</li> </ul>	<ul style="list-style-type: none"> <li>- review level 1</li> <li>- idiomatic expressions</li> <li>- travel vocabulary</li> <li>- restaurant vocabulary</li> <li>- computer vocabulary</li> <li>- domestic life/daily activities</li> <li>- clothing</li> <li>- shopping vocabulary</li> <li>- foods</li> <li>- extra curricular activities</li> </ul>

<p><b>Level 3</b></p>	<ul style="list-style-type: none"> <li>- review old verbs</li> <li>- the imperative                         <ul style="list-style-type: none"> <li>• ud/uds</li> <li>• tu</li> <li>• negative/positive</li> <li>• nosotros</li> <li>• pronoun placement</li> </ul> </li> <li>- present subjunctive</li> <li>- future</li> <li>- conditional</li> <li>- perfect tenses (3)</li> </ul>	<ul style="list-style-type: none"> <li>- estar + participate</li> <li>- por vs. para</li> <li>- review of all pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- giving directions</li> <li>- touring and travel vocabulary</li> <li>- professions</li> <li>- health, relationships</li> <li>- expressing opinions</li> <li>- explaining point of view</li> <li>- arguing for/against an idea</li> <li>- likes/dislikes</li> <li>- fine and performing arts</li> </ul>
<p><b>Level 4</b></p>	<ul style="list-style-type: none"> <li>- review and reinforce previously acquired verb skills</li> <li>- continue to work to differentiate between the pretérito and imperfect</li> <li>- continue to work to differentiate between the indicative and subjunctive</li> <li>- continue to work with imperative voice, creating commands at different levels of formality and with properly placed direct object, indirect object, and reflexive pronouns</li> <li>- use the subjunctive in the present, imperfect, present perfect, and past perfect tenses</li> <li>- use the subjunctive after certain conjunctions and in other appropriate structures</li> <li>- use the proper sequence of tenses, including future after present tense “si” clauses and</li> <li>- conditional after “si” clauses with imperfect subjunctive</li> <li>- communicate in both active and passive voices</li> <li>- communicate when appropriate with the impersonal “se”</li> <li>- use appropriate prepositions after certain verbs</li> <li>- use infinitive verb forms after prepositions</li> <li>- use the progressive tenses with estar and also</li> </ul>	<ul style="list-style-type: none"> <li>- use direct and indirect object complements appropriately and with proper placement</li> <li>- use reflexive pronouns appropriately and with proper placement</li> <li>- use appropriate pronouns after prepositions</li> <li>- use negative/positive words appropriately and with proper placement</li> <li>- consistently use proper adjective agreement</li> <li>- communicate using a variety of sentence structures</li> <li>- use short and long form possessive adjectives and pronouns accurately</li> <li>- use demonstrative adjectives and pronouns accurately</li> <li>- use relative pronouns appropriately</li> <li>- use a variety of conjunctions and adverbial prepositions to enrich sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>- use appropriate vocabulary for arguing for or against a point of view, for expressing opinions, and for explaining a point of view</li> <li>- use appropriate vocabulary to discuss theme, point of view, narrative/poetic voice, symbolism, characterization, and selected literary devices in short works of poetry and prose</li> <li>- use similar vocabulary to discuss works of art by Spanish-speaking artists</li> <li>- develop a growing vocabulary for the discussion of current events, government, the economy, and the society of Spanish-speaking countries and of the USA</li> <li>- develop a growing vocabulary for the discussion of other current topics of interest, including sports, entertainment, the environment, history, and educational issues</li> </ul>

	<p>with other verbs, such as seguir</p> <ul style="list-style-type: none"><li>- correctly use verb tenses to describe in past tense, to narrate in past tense, hypothetical situations, to encourage or demand, to express strong emotions, to explain, justify, persuade, and express opinions</li></ul>		
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