

Princeton Charter School

9 *World Languages Curriculum*

9.1 **World Languages Program Overview**

Following the New Jersey Core Curriculum Content Standards for World Languages, Princeton Charter School teaches a modern foreign language to every student in grades K-8. Students who begin a second language in elementary school and continue to study for a number of years have a much better chance of achieving proficiency. In Kindergarten, students are introduced to French or Spanish three times a week for thirty minutes. Families choose between French and Spanish in Kindergarten and it is encouraged that the student stays with this choice. In grades 1-8, classes meet each day for forty-five minutes, to maximize exposure to the sounds of the new language and to provide as much immersion as possible.

In grades 1-3 in order to take full advantage of the young child's special ability to imitate sounds and absorb linguistic concepts, students are taught through games, songs, and dramatizations.

Teachers use manipulatives and visual aids, stressing oral expression and listening comprehension. Cultural elements and basic vocabulary are introduced by using short video clips, songs, rhymes, skits and games.

Students are introduced to the written language, and begin to learn specific vocabulary and verb conjugations in grades 3-5. Teachers continue to use visuals and authentic materials. By 6th grade, formal grammar and syntax are studied. Short stories, poetry articles, and other written materials are used to generate class discussions and build reading comprehension. Students practice written expressions in the target language. Students are expected to achieve specific benchmarks in the target language as they progress through the grades.

The language program is integrated in a meaningful way with other subjects and encourages cross curricular activities. Throughout the program, classroom learning is supplemented by audio visual materials and digital activities that allow students to build vocabulary, improve listening comprehension, fluency and cultural understanding.

9.2 **New Jersey Core Curriculum Content Standards in World Language**

The Princeton Charter School world language curriculum complies with the New Jersey Core Curriculum Content Standards in World Languages. These standards are listed below, together with some examples of activities associated with each standard.

New Jersey Core Curriculum standards for WL can be found at [this link:](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf)
<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

9.3 **French Language Student Outcomes by Grade Level**

The French program is a structured, cumulative approach. Students study all aspects of the

language: listening, speaking, vocabulary, grammar, reading, writing, culture and literature.

Students use a digital platform with many resources and pratiques, as well as articles, and short stories designed especially for middle school students.

All students in French, grades 3 to 8, take the National French Contest in March.

The following list encapsulates what each student will be able to do at the end of the school year.

French Outcomes - Kindergarten

Reading and Literature

- Learn traditional songs and rhymes
- Memorize and recite short poems such as, *Mes mains et moi*

Communication/Speaking

- Date, weather, greetings
- Songs to perfect the sounds ON, AN, IN and EU and to pronounce the R
- Learn how to say their name: Je m'appelle
- Learn how to say what they like and dislike: J'aime, je n'aime pas

Grammar

- Awareness of gender in French , color coded (blue and red)
- Nouns are taught with article
- Most common verbs of actions
- Numbers up to 100

Vocabulary

- Farm and zoo animals
- Colors and shapes
- Music instruments
- Rooms and furniture in house
- Fruits and vegetables
- School supplies
- Means of transportation

Culture

- France: main landmarks
- Francophone countries in the world: Vietnam, Canada, Belgium, and Senegal
- Etiquette: how to set the table in France

French Outcomes - Grade One

Reading and Literature

- Learn traditional songs
- Memorize and recite poems such as, *Fruits d'automne, Toc, and toc, toc, Mr. Pouce*
- Read short books as a class while illustrations are drawn on board

Communication/Speaking

- Learn greetings and how to ask simple questions
- Learn how to use prepositions in simple sentences
- Memorize and perform dialogues and poems

- Express likes and dislikes
- Learn to say where it hurts: I have a headache or a stomach ache

Grammar

- Possessive adjectives: mon, ma mes
- To hurt and to be sick: Avoir mal
- Plural of nouns
- How to tell time
- Verbs of action: sauter, répéter, monter, descendre, crier, parler, attendre, lire, etc..

Vocabulary

- Animals
- Colors with objects and animals
- Music instruments and rooms of the house
- Days of the week, months, seasons
- Food
- Family members
- Parts of the body

Culture

- Holidays: Compare French/ American holidays (e.g. Halloween, Thanksgiving., Christmas, Mardi Gras, Easter.
- Bilingual presentation in combined classes: Christmas vocabulary in Spanish and in French. Students perform songs in the target language.

French Outcomes - Grade Two

Reading and Literature

- French alphabet
- Recognize and pronounce vocabulary words
- Classical children's rhymes
- Famous traditional songs

Communication/Speaking

- Use greetings and introductions properly
- Describe people and things using adjectives
- Ask for an item, and ask for permission to do something
- Use French numbers to express a quantity
- Place an event or action in time

Grammar

- Gender and number agreement of adjectives with nouns
- Use correct present-tense forms of basic verbs including "to be," "to have," "to see," "to eat," "to like," "to want" and to do"
- Know the personal pronouns
- Use a simple negative construction
- Use the plural of familiar nouns

Vocabulary and Spelling

- Acquire 5 new words each week
- Numbers (up to 50) and colors
- Days of the week, months, seasons, and weather
- Parts of the body
- Sport Activities
- Family members
- Farm Animals
- School-related words and expressions
- Spell assigned vocabulary words correctly (Dictee de mots)

French Culture

- Paris and the important monuments.
- Describe a French Holiday

French Outcomes - Grade Three

3rd grade students in Princeton Charter learn and work with a vocabulary of about 1000-1500 words. Vocabulary is introduced with thematic units and study guides. Students are expected to do daily homework and are tested at the end of each unit. Both speaking and writing skills are developed symmetrically. Short dictations, reading of short texts, listening, speaking, singing, reciting and voice recording are important components of the learning process. Grammar is introduced in a systematic and progressive manner. Students participate in the FLES division of the National French Contest: round 1 listening, round two only for qualified students speaking. Class concerts of French songs are presented for parents. Students are offered the opportunity to participate in a National Poster Contest sponsored by the American Association of Teachers of French.

Listening and Speaking

For listening skills authentic video and audio materials are used. Voice recordings, singing and performing in French are important components in the 3rd grade classroom. Students take the National French Contest with a listening and speaking component and work towards preparation for this exam in class. They also perform a mid year concert for parents which enhances their public speaking skills in the target language

- Listening and singing a song about the beginning of the school year; reciting a poem about the school year. Identifying and asking about objects in the classroom
- Communicate about weather, date, days of the week
- Voice record, write and say vocabulary related to short stories learned.
- Talk about families and pets and ask people related questions
- Enunciate correctly the sounds of the alphabet, identify accents marks with the letters, write down words and names when spelled
- Transcribe basic math problems, transcribe telephone numbers and dates
- Listen and speak about doing different things, likes and dislikes, animals, food, body parts, hour, daily activities,
- Picture reading of a situation

- Students watch one movie per semester, and do a communicative activity
- Group and individual projects: Create a restaurant, create a clothing store, a family tree

Vocabulary and Spelling:

Vocabulary is learned in context through short songs, poems, dialogues, short stories.. Precision and correctness are enhanced with study guides. Special attention is paid to masculine, feminine articles of the noun. Conjugation in present tense is introduced to high frequency verbs as well as positive, negative forms and commands. Students are expected to know the exact meaning of French to English and English to French.

- Vocabulary related to school and the school day
- Vocabulary from popular traditional tales
- Vocabulary from songs and poems
- Basic -er verbs, some -ir verbs, plus high frequency irregular verbs
- Body parts, describing someone and expressing what hurts
- Days of the week, family, months, weather
- Clothing and fashion
- Lecture d'image
- Food and cooking
- Numbers up to 100 and identify them in context

Writing and Grammar

- Singular versus plural of the nouns and their use with: c'est, ce sont, il y a
- Basic questions: qui, qu'est-ce que c'est, comment, où, pourquoi, quand, etc...
- Describing a person
- Weather, months, days, seasons: how to read and say the date in French
- Personal Pronouns: je, tu, il, elle, on, nous, vous, ils, elles. Distinction between tu and vous
- Basic verbs: avoir, être, aller, faire and their conjugations in present
- High frequency - ER verbs in present tense
- Agreement noun/adjective

Reading and Literature:

- Popular children songs and rhymes
- Adapted short tales
- Short informative articles

French Culture:

- Students are offered the opportunity to participate in National Poster Contest, sponsored by American Association of Teachers of French
- Students perform a concert of traditional French songs and explain their meaning
- Students have traditional food celebration: La galette des Rois, end year of medals ceremony

French Outcomes- Grade Four

Listening and Speaking

- Prepare and present a puppet show
- Make a brief oral presentation
- Describe oneself, family and environment (school, home, food, weather, nature) using present-tense verbs and adjectives
- Participate in simple dialogues
- Express feelings and needs
- Present a project about an endangered animal
- Individual recordings of answers to prompts and of short readings out loud

Vocabulary and Spelling

- Pets and domestic animals
- Endangered animals and ways to protect them
- Classification of animals
- Description of habitats, countries and continents
- Climate change and the environment
- Numbers to 100
- Descriptive adjectives and adverbs
- Telling time

Writing and Grammar

- Conjugate in present tense -er verbs, and *être*, *aller*, and *avoir*
- Expand knowledge of present tense of irregular verbs
- Imperative of -er verbs
- Know the personal, demonstrative, and interrogative pronouns
- Improve knowledge of agreement of adjectives, possessive adjectives, and pronouns
- Prepositions with the verb *Aller*
- Idiomatic expressions with *Avoir*
- Write a short story about two friends

Reading and literature

- Read a simple, short story in French
- Read a publicity poster or a tourist brochure
- read a short chapter book

French Culture

- The French holidays and traditions: Christmas, New Year, *la Chandelleur*, etc.
- Youth Festival (*la Fête de la Jeunesse*)
- Le Tour de France
- The Music Festival (*La Fête de la Musique*)
- Name three French rivers and three mountain ranges

French Outcomes: Grade Five

Listening and Speaking

- Listening to authentic videos and songs
- Speak in more complex sentences, building up from previous knowledge
- Make presentations on the topics of friendship, school, sports, ordering in a restaurant, and activities
- Speak about a vacation, a region of France, or the Francophone world, and make a presentation about planning a trip to a francophone country
- organize a fashion show
- Individual recordings of responses to prompts

Vocabulary and Spelling

- People at school, school subjects, classroom activities
- Describing personality, physical traits, and nationality
- Expressing opinions and preferences
- Describe sports and activities
- Names of countries and prepositions
- Question words and phrases
- Cafe foods, and expressions to order food
- Restaurant dining and conversation
- Use accents properly for basic, recurring words
- Spell assigned vocabulary words correctly
- clothing

Writing and Grammar

- Write a few paragraphs or a short story in present tense or the near future tense
- Write a story about a day at school
- Write a short Fantasy story
- Use correct grammar and spelling in writing
- Write creatively using metaphors and comparisons
- Conjugate in present and near future verbs of the three groups
- The partitive article
- Improved use of adjectives and pronouns including possessive adjectives
- Know comparison of adjectives and adverbs
- Use of negative structures
- Know idioms with verbs “faire,” “avoir,” etc.
- relative pronouns

Reading and literature

- Read definitions, charts, schedules, and short stories
- Read descriptions of the regions of the Francophone world
- Read authentic articles and infographics appropriate to this age group
- Read a short chapter book

French Culture

- Describe French school structure and organization and compare to US schools
- Discuss school and education throughout the Francophone world
- Learn about friendship in France and young French people's activities
- La Maison des Jeunes et de la Culture (MJC)
- French cafes, eating etiquette in the Francophone world
- French fashion and designers
- popular songs in French

French Outcomes - Grade 6

By 6th grade, Princeton Charter students are in their 7th year of French studies. Therefore, content is age appropriate, but skills and goals are directed towards Intermediate French proficiency. Students have daily homework and are tested regularly on reading, writing and comprehension skills. They perform creative projects

Listening and Speaking

For listening skills authentic video and audio materials are used. Expressive readings, recitations, singing and performing in French are important components in the 6th grade classroom. Students take the National French Contest with a listening and reading component. Homework often includes a voice recording task.

- Discuss school, la Rentrée, meeting and introducing friends, nationalities
- Communicate about weather and time, using both informal and military use
- Talk about the environment we live in: house, street, town and describe rooms in a home, places in a community, and means of transportation
- Describe oneself, others, and objects
- Talk about important family celebration
- Small communicative dialogues about the train station, at the airport, at the restaurant, food, vacation, weather, plans with friends
- Plan and present a trip to Paris in past tense as a final 6th grade project
- Presenting skits targeting grammar studies: a day in the life of a character
- Read pieces of literary texts with expressively and correctly
- Age appropriate songs
- Students watch one movie per semester, and do a communicative activity

Vocabulary and Spelling

Vocabulary is learned in context through texts, clips, articles but also through thematic units and study guides. Students are expected to know the exact meaning of French to English and English to French, as well as to find a definition of a word described in the target language. Expectations are to know more sophisticated words, distinguish homophones, use correct gender and conjugation. Both reading and voice recording practices are used. Students are provided with study guides and targeted practices when reading texts and watching movies.

- Household chores, rooms, furniture, and community places: vocabulary is first memorized and drilled then students do a project Ma Maison de Rêve
- La Belle et la Bête, vocabulary is studied and reflexive verbs conjugations, voice

- recordings and written assignments
- Vocabulary from songs and articles
- Know to read and say numbers up to 1000 and identify them in context
- Names of important Holidays
- Symbols of France
- Traveling
- Vocabulary related to Paris
- Food and cooking

Writing and Grammar

First marking period is dedicated to review of basic grammatical structures and agreements in the present tense sentence. Second marking period is dedicated to the study of past tense, passé composé. Third marking period is application of narration in the past. Grammar is taught in a systematic and cumulative approach. Targeted dictations, drilling practices and short narrations are used to enhance skills.

- Present tense of -er , -ir, and all irregular verbs in positive and negative forms
- Past tense with avoir and être and agreements within the sentence
- Reflexive verbs in present, past and imperative
- The negative sentence in present and in past tense
- Questions in present and past tense
- Agreement adjective noun, place of adjectives
- Possessive adjectives and expression of possession, demonstrative adjectives, interrogative adjectives
- Write creative poems, descriptive or opinion paragraphs, letters, and using correct grammar and vocabulary

Reading and Literature

- Students take a National French Contest with Reading and listening component which involves extracting information from text, image, infographics.
- Read more complex short literary, media and French songs
- Read simple books and short stories in French

French Culture

Students are offered the opportunity to participate in National Media Contest and National Poster Contest, sponsored by American Association of Teachers of French

- Discuss and mark important French celebrations: La Galette des Rois, le Jour du Muguet
- Follow sports and social, political events
- Listen, Compare and identify francophone accents
- French shows and movies
- Easy French cooking recipes are posted weekly on Schoology
- Bring speakers and presentations or school trips: like African drumming session, French Film Festival, events that happen in the area
- International lunch to honor medal winners of the National French Contest

French Outcomes - Grade Seven

Listening and Speaking

- Express likes and dislikes; preferences, and opinions
- Describe themselves, family members, and friends
- Describe favorite activities, school subjects and domestic chores
- Address people formally and informally
- Express how to accept and refuse invitations
- Watch and discuss French movies, Le Petit Nicolas, Belle et Sébastien et De Grandes Grandes Vacances (TV series)
- Communicate simple facts about the 29 French-speaking countries
- Create a video impersonating a famous Francophone person

Vocabulary and Spelling

- The French numbers to 1,000 000 000 (un milliard), phone numbers and dates
- Extended family members and professions
- Use greetings, introductions, and words of courtesy properly
- Talk about household chores
- Many adjectives and adverbs
- Means of transportation, hotel reservation, what to pack depending on the destination
- Most common French idioms and their equivalent in English

Writing and Grammar

- Write simple conversations, emails, short poems, and invitations
- Write paragraphs using common present-tense verbs and common irregular verbs
- Use agreements of verb with subject
- Use agreement between adjective and noun it refers to
- Use past and near future tenses as well as past tense with AVOIR and ETRE
- Introduction to l'imparfait verb forms
- Use of direct and indirect pronouns
- Introduction to reflexive verbs
- Write a script on a famous Francophone person

Reading and literature

- Read authentic articles, short stories (VOCES) and retrieve information
- Learn and memorize short poems such as, Chanson d'automne de P. Verlaine, Le Chat d'Apollinaire and French songs

French Culture

- French and Canadian holidays
- Francophone culture in the world → AATF National Francophonie Trivia in November
- Recognize French logos and learn which companies or brands they represent
- Comparison of the French and American school systems
- Canada
- Three major Parisian museums

French Outcomes - Grade Eight

Listening and Speaking

- personal interviews
- Listening to audio/video excerpts from RFI and TV5
- Conducting oral interviews and quizzes
- Engaging in conversations on a variety of topics
- Creating and presenting projects such as an Oral History, A Solution to an environmental issue, a famous artist and its work
- Music and lyrics
- French films such as Lupin, Au Revoir les Enfants

Vocabulary and Spelling

- Challenges of contemporary life
- Environment and social issues
- The language and identity connection
- Sports and entertainment
- Future plans for education and jobs
- Social issues, such as human rights, immigration, equality and social justice
- Holidays and traditions in more detail

Writing and Grammar

- Write a short essay in present, past, future and conditional tenses
- Write the summary of a short story in own words/retell the story
- Write a poem in future tense
- Know the agreement of tenses in subordinate clauses when using future and conditional tenses
- Know the present, passe compose, imparfait, future, and conditional tenses
- Adverbs, interrogative pronouns, direct and indirect pronouns
- Pronominal verbs in present and passe compose
- Recent past: venir de + infinitif
- Contrast between passé composé and imparfait

Reading and literature

- Read magazine articles in teen publications and discuss current events
- Read poems, comics books, plays, and authentic short stories
- Read a short novel and summarize it orally or in writing
- Learn poems by French and francophone poets (Hugo, Queneau, Leopold Sedar Senghor)
- read a short story

French Culture

- The many facets of Francophone lifestyles
- Communities and the environment
- Teen life in France and the US
- Nature and ecology in France and the Francophonie
- Important historical dates
- Art in France and the Francophone world

9.4.K French Language - Kindergarten

In kindergarten, students are introduced to the French language in a playful way through rhymes, songs, and memory games. The method focuses on oral communication, repetition of sounds and phonemes, and labeling of vocabulary worksheets. Classes are taught mostly in French to help students learn implicitly, through interaction, songs and play, listening and imitating sounds.

The children start with Lili, la petite grenouille, a program of learning French for beginners five to six years old, consisting of three stories accompanied by a CD. Each story is a theme that breaks down in structured units to facilitate learning. In addition, songs, rhymes, and short poems are taught to make classes fun and to create a bank of words students can easily recognize and memorize.

Course Content

Communication

The objective of the course is to allow young people to interact with a basic degree of fluency in French and to develop language awareness. Students learn the date, the weather, greetings, colors, numbers up to 100, animals, music instruments, rooms in the house, school supplies, means of transportations, and how to express likes and dislikes.

Vocabulary

New vocabulary words are introduced in French through pictures, objects, and drawings.

Students repeat the words over and over as they transcribe them on vocabulary worksheets.

Gender of nouns is introduced as students color “He words” in blue and “She words” in red.

Games such as “What is in the bag?” reinforce memorization of vocabulary in a playful way.

Phonetics

Children are exposed to the sounds, rhythm and melody of the language to naturally acquire French and internalize pronunciation. The aim is to make their pronunciation similar or indistinguishable from the pronunciation of native speakers.

Culture

Children discover the Francophone world through geography, holidays and traditions, foods, and videos. These cultural aspects make learning French an authentic experience.

Evaluation

Students are assessed through observations, open-ended questions, and role-playing exercises in order to gauge their strengths and weaknesses in areas like communication, adaptability, listening comprehension, and critical thinking. After Spring Break, all students have an individual assessment on the vocabulary learned over the year.

Curricular Resources

Lili, La Petite Grenouille: book with CD

9.4.1 French Language: Grade One

In grade one, students are introduced to the sounds of French through songs, short poems, and stories. This literature-based method focuses on oral communication with some exposure to writing and reading at a basic level in order to familiarize the students with the graphic representation of the French language. Classes are taught in French to immerse the children in the language and to provide them with the motivation to learn, explore, and discover French as an adventure and as a journey into fantasy and imagination.

The children start with *Une Petite Grenouille*, a program of learning French for children six to seven years old, consisting of three stories accompanied by a CD. Each story is a theme that breaks down in structured units to facilitate learning. In addition, songs, poems, and rhymes are taught to absorb accent, stress and flow in French.

Course Content

Communication

The objective of the course is to provide students with basic “formulas” for communication of simple structures in French. Students learn greetings, ask simple questions, express likes and dislikes, say “no,” count, and categorize colors, animals, and foods.

Vocabulary

All new vocabulary is introduced in French through pictures, objects, drawings and “Total Physical Response” (TPR). In a TPR lesson, the teacher models actions that students then mimic as they simultaneously hear vocabulary words and commands in French. As often as possible, the students are given opportunities to “experience” the vocabulary learned by acting it out, taking a class trip, or creating a picture story. In order to make French more real to the very young, cross-curriculum content is used as appropriate.

Phonetics

Oral communications emphasize correct pronunciation through repetition of groups of sounds and through songs that focus on pronunciation and on difficult sounds in French.

Culture

The entire first-grade curriculum integrates cultural aspects that make learning French an authentic experience. The children are introduced to Francophone customs, holidays, foods, school, and so forth.

Evaluation

Observations, role-plays, and questioning help gauge students progress and understanding. Pop quizzes are used to assess students' understanding of the material presented in class and to increase student engagement. Poem recitation is used to assess memorization skills and fluent accent in the target language.

Curricular Resources

Une Petite Grenouille: book with CD

Worksheets and handouts

Various French children books

YouTube videos such as Foufou and L'âne Trotro

9.4.2 French Language: Grade Two

Students use Zigzag A1.1, a French textbook and the interactive digital platform designed for students in grade two. The textbook consists of six units or themes, each designed to stimulate the children's interest and to introduce a different set of language concepts. Students learn to communicate in French, and they are introduced to aspects of Francophone culture.

Students participate in the FiES National Contest (AATF).

Course Content

Communication

The students learn greetings and introductions; to identify people and objects; to describe themselves and others, including their ages; to give directions; to ask for an object and to request permission to do something ; to express wishes, preferences, and tastes; to give a full address; to tell about nationality and country of origin; to express quantity; and to place an action or event in time.

Grammar

Students are introduced to the concept of gender and determinants. They learn personal pronouns, adjectives of nationality, and plural forms of nouns and verbs. They learn to use present-tense forms of simple verbs including to be, to have, to do, to see, to eat, to like, and to want. Students use simple sentence structure including the negative construction.

Vocabulary

New vocabulary is introduced weekly, decoded and used in class in drills and sentences. Students memorize the new vocabulary and use it in their own sentences orally. The vocabulary students acquire throughout the year covers words and expressions related to the familiar universe of children of this age: school, friends, family, pets (farm animals), food, clothing, parts of the body, days of the week, seasons and months of the year, numbers from 1 to 50, and colors. Students are introduced to the concept of gender and the gender of their vocabulary words.

Phonetics

Students learn the French alphabet and the pronunciation of letters and letter groups in French words. Familiarization with the sounds of French is important; pronunciation is emphasized in every class. Intonation and rhythm of a phrase are studied. Students memorize simple poems, short dialogues and songs to emphasize the sounds of French words and phrases.

Culture

French culture is seen through the eyes of school children living in France and includes their school universe; their friends and family; their pets; French food; Paris; the seasons and climate of France; major French holidays; and other countries of the Francophone world.

Evaluation

Observations, role-plays, and questioning help gauge students progress and understanding. Pop quizzes are used to assess students' understanding of the material presented in class and to increase student engagement. Poem recitation is used to assess memorization skills and fluent accent in the target language.

Curricular Resources

- Zigzag A1.1 Cahiers d'Activites also includes the digital interactive platform with the teacher's edition textbook and resources.
- Le Petit Chaperon Rouge(booklets for students)
- Le Loup qui voulait changer de couleur (story book and worksheets)
- La cigale et La Fourmi (Les Fables de LaFontaine). The students will study the fable and they will create their own illustrated booklets in French.
- French story books (Boukili); Nearpod cultural videos (La Tour Eiffel..); French Songs; Worksheets and Handouts.

9.4.3 French Language: Grade Three

3rd grade students learn and work with a vocabulary of about 1000-1500 words. Vocabulary is introduced with thematic units and custom made study guides and materials. Students are expected to do daily homework and are tested at the end of each unit. Both speaking and writing skills are developed symmetrically. Short dictations, reading of short texts, listening, speaking, singing, reciting and voice recording are important components of the learning process. Grammar is introduced in a systematic and progressive manner. Students participate in the FLES division of the National French Contest: round 1 listening, round two only for qualified students speaking. Class concerts of French songs are presented for parents. Students are offered the opportunity to participate in a National Poster Contest sponsored by the American Association of Teachers of French.

Course Content

Communication

The students learn to communicate in simple sentences to introduce themselves; to describe an object, a person, or a place; to offer, to accept or to refuse something; to talk on the phone; to express time (days, hours, weeks, schedules, seasons); to ask and to give directions; to express quantity; to compare; to write a letter; and to tell weather. They learn many songs and poems and present a concert for their parents where they explain the meaning of each song. They practice picture reading, and asking basic questions in the target language.

Grammar

Students learn to conjugate main - ER verbs and some basic verbs such as Avoir, ETRE, Faire, ALLER;

pronouns, articles, adjectives, and adverbs; the formation of a negative sentence; and the use of imperative.

Vocabulary

New vocabulary is introduced weekly, decoded, and used in class in drills and sentences. Students memorize the new vocabulary and use it in their own sentences orally. Students are provided with study guides to practice correct spelling and pronunciation. The vocabulary the students acquire throughout the year covers words and expressions related to the familiar universe of children of this age: school, friends, family, clothing, food and meals, the days of the week, the seasons and months of the year, pets and animals, transportation, currency, telling time, numbers from 1 to 100, colors, and French proper names. Students learn the concept of gender and the gender of their vocabulary words.

Phonetics

Students learn the French alphabet and the pronunciation of letters and groups of letters in French words. Familiarization with the sounds of French is very important. Pronunciation is emphasized in every class. Into- nation and rhythm of a phrase are also studied. Students memorize simple poems and songs to emphasize the sounds of French words and phrases.

Digital Resources

The students use a digital platform that prepares them for the listening component of the National French Contest and they have access to Voces digital, Introductory French. Daily ressources are posted on Schoology.

Culture

French culture is seen through the eyes of school children living in France and includes their school universe; their friends and family; a Parisian building; French countryside; food and meals; major French holidays, and the geography of France.

Curricular Resources :

- Custom made materials for LMS Schoology,
- Study guides
- Voces, digital platform, Introduction to French
- Languageguide.org
- Iletaitunehistoire, digital stories and songs
- Lectures en images, National French Contest ressources
- Listening comprehension materials from National french Contest
- French cinema: Ernest et Célestine, Le Chien, Le général et Les Oiseaux, Le Petit Renard Minuscule, and others
- Variety of poems and songs

9.4.4 French Language: Grade Four

The goals of the French language program for grade four are for students to:

- develop a positive attitude and acceptance of personal responsibility for learning;
- use a variety of strategies that enable students to comprehend and use written and spoken French, such as Acquisition Driven Instruction

- complete authentic tasks and projects involving communication entirely in French;
- increase their general knowledge by using French as a vehicle for learning across the curriculum; and
- gain insights into English and French cultural and linguistic similarities and differences as reflected in the languages.

The textbooks for grade four are Zigzag 3 with interactive digital platform, and Voces (Introductory french) digital platform. Zigzag 3 is composed of thematic units, each of which focuses on a different set of communicative activities; listening, reading, speaking, and writing are all represented and incorporated into every unit. The themes are relevant because they are appropriate to the age, interest, and intellectual level of the students; the themes are authentic so that the students perceive the learning imparted by the theme as worthwhile, necessary, and real. Grammar is not taught as a separate lesson, but as part of a communicative context. The students are given ample opportunity for practice and integration of the grammatical concepts taught.

Classes are conducted in French, and meaning is conveyed through the use of comprehensible input in the form of visuals, body language, TPRS, and role-playing. The students therefore actively engage in a variety of learning experiences using French.

Students have daily assignments amounting to 15 minutes per night in reading, writing, vocabulary, recording or grammar, in order to practice the new lesson or concept learned that day. There are occasional projects that may require some work at home.

Course Content

Communication

The students learn to describe shapes, the surrounding environment (nature, animals, etc), and the characteristics of a habitat. They learn to classify animals, and to describe life cycles. They describe feelings and physical characteristics. The students also study French maps and use map legends in French. They learn to order food, talk about anatomy, discuss class schedules, and describe endangered animals. Students learn about climate change and the environment, and they create a presentation about an endangered animal. In addition, students read and recite poetry, and describe regions of the francophone world and France. Students use their communication skills in puppet shows, skits, and oral presentations to an audience.

Writing

Students write simple stories, advertisements, scripts for shows and skits, descriptive paragraphs, and a simple comic. By the end of grade four, students are able to write a short chapter book on the topic of friendship.

Grammar

Students learn the present tense conjugation of common verbs as well as the present tense of irregular verbs, and learn the imperative of -er verbs. Students learn idioms with the verbs “faire,” and “avoir,” etc. They use the imperative case and negative structure properly. They use the personal, demonstrative, and interrogative pronouns, and improve their knowledge of the agreement of adjectives, possessive adjectives, and pronouns.

Vocabulary

New vocabulary is introduced weekly, decoded, and used in class in drills and sentences. Students acquire the new vocabulary and use it in their own sentences. The vocabulary the students acquire throughout the year covers words and expressions related to making choices and decisions, expressing feelings and attributes, going places and doing things, and discovering our world. Pronunciation is emphasized in every class and students memorize simple poems and songs to emphasize the sounds of French words and phrases.

Culture

Students expand their knowledge of the Francophone world; they learn about traditional foods and meals, school culture, and different ways to protect the environment. Students also celebrate in class different French holidays, watch short films in French, and learn to sing French songs.

Evaluation

An integrated approach fosters language growth, encouraging students to develop reading, writing, speaking, and listening skills so that they increase their comprehension and become effective communicators of meaning. Strategies to measure and monitor student progress occur simultaneously with instruction. Ongoing evaluation creates the expectation in students that all activities are valuable and are monitored. Self-evaluation at the beginning, in the middle, and at the end of a theme assists students to see the “big picture” of their learning, to judge for themselves their progress towards objectives, and to plan for improvement. Self-evaluation sheets provide students occasions to celebrate achievements and to reflect on their own learning.

Class participation, a major key to success in French, is measured daily. Children are encouraged to answer as much as possible during class.

All students in fourth grade participate in the National French Contest, at the elementary level (FLES)

Curricular Resources

- ZigZag 3
- Voces Introductory French
- Henriette se Sauve
- Anton et Leo

9.4.5 French Language: Grade Five

The goals of the French language program for grade five are for students to:

- increase and refine their ability to communicate in French;
- complete authentic tasks and projects involving communication entirely in French;
- use a variety of strategies that enable students to comprehend and use written and spoken French, such as Acquisition Driven Instruction
- increase and enhance their knowledge of grammar in order to promote correct communication strategies and patterns;
- increase their general knowledge by using French as a vehicle for learning across the curriculum; and
- gain insights into English and French cultural and linguistic similarities and differences as reflected in the languages.

The digital platforms for grade five are Voces Notre Histoire 1 and Français 1. Notre Histoire

presents compelling short stories that build vocabulary and encourage communication. They provide a variety of motivational, hands-on activities designed to develop the students' ability to communicate, read, and write in French. The accompanying vocabulary and grammar platform, Français 1, reinforces the grammar concepts learned and provides ample practice for the acquisition of these concepts. It is an integrated approach that fosters language growth, encouraging students to develop reading, writing, speaking, and listening skills to increase their comprehension and become effective communicators of meaning.

Course Content

Communication

Students conduct personal interviews, ask questions in the target language, and participate in conversations and role plays. Students also immerse themselves in the culture of France and the Francophone world through a variety of short stories in French. The stories provide enough comprehensible vocabulary to allow for scaffolding and vocabulary acquisition. Students also make oral presentations, read aloud, and record themselves in Schoology.

Writing

Students write original short stories, and/or rewrite or retell the stories presented in Notre Histoire¹. In addition, students take notes during class, and complete a variety of written assignments. Students also write and present a trip to a Francophone country, and the description of an ideal school.

Grammar

Students learn the conjugation of regular and irregular verbs; the correct use of present, near future, and are introduced to the past tense. They also learn the possessive adjectives, prepositions, adjectives and adverbs.

Vocabulary

New vocabulary is introduced weekly, decoded and used in class through repetition and storytelling.. Students gradually acquire the new vocabulary and use it and reuse it in their own sentences. The vocabulary acquired throughout the year covers giving directions; identifying clothes; ordering food; traveling in a French-speaking country; school life and subjects; sports and activities.

Homework

Students have 15-minute daily assignments in reading, writing, vocabulary, or grammar, to practice the new lesson or concept learned that day. There are occasional projects that may require some work at home.

Evaluation

Strategies to measure and monitor student progress occur simultaneously with instruction. Ongoing evaluation creates the expectation in students that all activities are valuable and are monitored. Self-evaluation at the beginning, in the middle, and at the end of a theme assists students to see the “big picture” of their learning, to judge for themselves their progress towards objectives, and to plan for improvement. Self-evaluation sheets provide students occasions to celebrate achievements and to reflect on their own learning.

Class participation, a major key to success in French, is measured daily. Children are encouraged to answer as much as possible during class.

All students in fifth grade participate in the French National Contest, elementary level (FLES)

Curricular Resources

- Voces: Notre Histoire 1,
- Français 1,
- A la Recherche de Julie

9.4.6 French Language: Grade Six

In the 6th grade French language course, students develop language skills such as pronunciation, vocabulary, idiomatic expressions, and grammar incorporated in basic sentence patterns. Students review previously studied concepts such as verb tenses and conjugation in a formal and rigorous manner. Awareness of the Franco- phone community and its global influences is fostered.

Course Content

Communication and Vocabulary

Students memorize and role play short dialogues related to real life situations: the school, home, house, favorite holidays, travel. Each semester has a main communication project in the target language: my favorite house, important family celebration, Five days in Paris, told in past tense. Vocabulary is built around communicative units , along with memorization of songs and poems, for instance Mon Cartable by Pierre Gamara, Le Cancre by Prevert, La Chanson de la Seine by Prevert, Le Printemps by Theophile Gautier. Students learn to appreciate and communicate about important events in their life and community. They practice dialogues and study characters from French cinema. All students participate in the National French Contest.

Grammar

Students focus on mastery of verb conjugation and tenses: present, passé composé, near future, and future. They study adjectives: formation, agreement, comparative and superlative, possessive, demonstrative adjectives. Students are drilled in positive, negative, interrogative sentences and are introduced to the objective pronouns. Special focus is put on correct usage of Passé composé in different verb groups. Pronominal and reflexive verbs are practiced.

Reading and Writing

Students read short stories, short poems, cartoons, and magazine articles. Workbook exercises provide carefully organized activities where students practice reading and writing, and further develop their listening skills. Students write model poems after they study a poem. They write opinions about video clips they watch, emails on a subject or summaries of video clips or excerpts from movie scenes. Daily dictations and compte-rendu practices are incorporated in the daily practice.

Culture

Students learn about the cuisine and regions of France (Paris, Versailles, the Riviera), and they are introduced to the Francophone world of Canada and Africa. Periodically students watch a French film

or excerpts from films. They are also introduced to French popular music (from the ballads of Edith Piaf and Georges Brassens to contemporary French hits.)

Homework

Students have daily assignments amounting to 15 minutes per night in reading, writing, vocabulary, or grammar as follow-up or preparation for each class period. They write in their journals on weekends, and occasionally prepare an oral presentation.

Evaluation

Grades are based on class participation, homework completion, projects, presentations, quizzes and tests.

Curricular Resources

- Custom made materials by teacher adapted for LMS Schoology
- Voces 1, Notre Histoire 1
- French is Fun workbook, Stein, Wald, Perfection Learning
- National French Contest, LMS Lingco
- Songs, Poems, media clips
- Resources from French news and museums
- French cinema: Ma Vie de Courgette, Astérix et Les Jeux Olympiques, Un Monstre à Paris

9.4.7 French Language: Grade Seven

In their grade-seven French language course, students review previously developed concepts and continue the development of proficiency in the language skills previously initiated. Pronunciation, vocabulary, idiom, and grammar are expanded to support reading comprehension and sustained oral and written communication.

French is the primary language used in the classroom in order to provide as much of an immersion experience as possible. At times English is used for clarity and efficient use of time to make technical explanations 90%-10% balance of French to English.

Course Content

Communication and Vocabulary

They learn about current events, school systems and vacations in both France, Francophone countries and the United States. They discuss adolescent pastimes such as sports and other leisure activities. Students learn through group work, cooperative activities, dramatization, oral presentation, and peer- tutoring.

Grammar

Students study in greater depth and detail the concept of pronouns (subject, object pronouns, and the pronouns “y”); focus on irregular adjectives, adverbs, and the most common irregular verbs in the various tenses of past, present, and future; They deepen their knowledge of passé composé with the helping verb “être ” versus “avoir.”

Reading and Writing

Students write in-class essays, reply to emails, and write poetry to show a greater mastery of the past tense and greater range of vocabulary. In reading, students face a wider spectrum of

words taken from the daily life of Francophone teenagers. For example, they read from *Le Petit Nicolas*, a series of short humorous anecdotes written from the point of view and language of a young boy, describing his life at school and his relationships with his friends and family.

Culture

Students study the Francophone world and participate in the AATF National Francophone Culture Trivia every Fall. They learn about secular and religious holidays, Canada, and Parisian museums.

Homework

Students have daily assignments amounting to 15 minutes per night in reading, writing, vocabulary, or grammar as follow-up or preparation for each class period. They write in their "Cahier du jour"- French notebook, and occasionally prepare an oral presentation. They study and memorize one or two poems per trimester.

Evaluation

Grades are based on class participation, homework completion, projects, oral and written presentations, quizzes and tests.

Curricular Resources

- VOCES, digital platform: www.vocesdigital.com
- Français 2, Notre Histoire 2 and Voix du Monde 1 and 2.
- Movies: Le Petit Nicolas, Belle et Sébastien.
- On France Channel: Les Grandes Grandes Vacances (a few out of 10 episodes)
- French is Fun workbook, Stein, Wald, Perfection Learning
- Articles and excerpts from various French books

9.4.8 French Language: Grade Eight

Students in grade eight strengthen previously mastered concepts and expand their proficiency in French language skills. Francophone cultures remain an integral part of the curriculum. The course reinforces vocabulary, idiomatic expressions, and grammar constructions.

French is the main language used in the classroom in order to provide as much of an immersion experience as possible. At times, English will be used on a limited basis for efficiency of explanation of complex technical, grammatical issues.

Course Content

Communication and Vocabulary

Themes are selected for their relevance and interest to the teenager. They are centered on the world of entertainment and popular culture, the subject of friendship and youth exchange, the world of sports, and the subject of history (personal, cultural). Students learn through dramatizations, group work, cooperative activities, oral presentations, and peer tutoring.

The topics introduced are based on sub-themes of one of the French AP themes: Contemporary Life, Families and Communities, Beauty and Aesthetics, Science and Technology, Personal and Public Identities, and World Challenges.

Grammar

Students examine the imperfect tense both in terms of its form and its usage (in particular its difference from the *passé composé*). They continue to review and enhance their knowledge and usage of verb conjugation and verb tenses, of direct/indirect object pronouns, and of the partitive. More irregular verbs are studied. Students also learn the future and the conditional tenses, and the use of the *passé composé* tense and imperfect tense in the same sentence.

Reading and Writing

Students keep a French notebook and binder, and are expected to write short essays and narratives, demonstrating a wide range of vocabulary and good grammatical constructions. Students read poems, cartoons, plays, short stories, a short novel, including poetry from Prevert, Queneau, Hugo, and a comedy by Molière, *Le Bourgeois Gentilhomme*. Students build their writing skills, writing short compare-and-contrast essays, summarizing reading selections, relating personal experiences and events, and creating their own poetry and short stories.

Culture

Contemporary Francophone authors are introduced through selected short stories, novels, poems, plays, readings on French civilization, and magazine articles.

Homework

Students have daily assignments amounting to 20 minutes per night in reading, writing, vocabulary, or grammar as follow-up or preparation for each class period.

Evaluation

Grades are based on class participation, homework completion, projects, presentations, quizzes and

tests.

Curricular Resources

- Digital platform Voces :
- Notre Histoire 2, 3
- Français 2
- Fête dans les Catacombes: short novel
- La Dernière Classe: short story
- Victor Hugo, Prévert, Queneau: poems

9.6 Spanish Language Outcomes by Grade Level

The Spanish program is a structured, cumulative approach with an emphasis on input until students are prepared for output. Exposure to language through: listening, speaking, vocabulary, grammar, reading, writing, culture and literature as appropriate for proficiency level. Students use digital and traditional resources and practices, designed especially for level appropriate acquisition. Exposure includes the following:

Spanish Outcomes - Kindergarten

Reading and Literature

- Learn traditional songs and rhymes
- Play traditional Spanish games

Communication/Speaking

- Days of the week and months, weather, greetings
- Alphabet
- Vowel sounds
- Break down words into syllables
- Count
- Respond to questions that use interrogatives

Grammar

- Numbers
- Interrogatives
- Most common verbs of actions

Vocabulary

Centered around the following theme:

- Animals
- Colors
- Shapes and sizes
- Seasons
- Basic body parts
- Basic emotions
- Parts of the classroom

Culture

- Holidays celebrated in the Spanish speaking world

Spanish Outcomes - First Grade

Reading and Literature

- Learn songs
- Read short picture books as a class

Communication/Speaking

- Learn greetings
- How to ask simple questions
- How to use prepositions in simple sentences
- Express likes and dislikes
- Learn to say where it hurts: I have a headache or a stomachache

Grammar

- Expand Numbers
- Expand Interrogatives
- High frequency verbs
- Prepositions
- To hurt and to be sick: *Me duele*
- plural of nouns

Vocabulary

- Expand Animals
- Phases of the moon
- Colors with objects and animals
- Days of the week, months, seasons
- The date
- Family members
- Expand parts of the body

Culture

- Holidays: Halloween vs Dia de los muertos, Thanksgiving, Hanukkah, Christmas.
- Bilingual presentation in combined classes: Christmas vocabulary in Spanish and in French. Students perform songs in the target language.

Spanish Outcomes - Grade Two

Reading and Literature

- Know the Spanish alphabet
- Recognize and pronounce vocabulary words
- Know songs, rhymes, games
- Read short stories

Communication/Speaking

- Use greetings and introductions properly
- Describe surroundings
- Narrate events
- Ask for an item, and ask for permission to do something
- Use cardinal numbers to express a quantity
- Use ordinal numbers to express order
- Use before and after

Grammar

- Use prepositions of place
- Use a simple negative construction
- Exposure to present-tense forms of high frequency verbs including “to be,” “to have,” “to see,” “to eat,” “to like,” “to want” and to do”
- Use the plural on familiar nouns and verbs
- Number and gender agreement

Vocabulary

- Numbers and colors
- Days of the week, months, seasons, and weather
- Parts of the body
- School-related words and expressions

Culture

Focus on various holidays and celebrations:

- Dia de los muertos,
- Hanukkah, Christmas,
- New Year’s,
- Three Kings,
- Valentine’s

Spanish Outcomes - Grade Three

Third grade Spanish students are introduced to vocabulary within thematic units. They are expected to do daily homework and are assessed at the end of each unit. Speaking, writing and reading are developed in tandem. Short dictations, reading of short texts, listening, speaking, singing, reciting and recordings are important components of the learning process. Grammar is introduced in a progressive manner.

Listening and Speaking

- Learn alphabet, blends, vowel, and letter sounds
- Speaking in basic sentence structure
- Accurately write dictated content
- Gender agreement
- Number agreement
- Authentic songs

- Basic introductions
- Days of the week
- Months of the year
- Short oral presentations
- Responses to basic questions
- Perform short skits

Vocabulary and Spelling

- Numbers 0-100
- Colors
- Days of the week
- Months of the year
- Body parts
- Family members
- High Frequency cognates
-

Writing and Grammar

- Introduction of sentence structure
- Introduction to gender agreement
- Introduction to number agreement
- Introduction of definite and indefinite articles
- Introduction of singular and plural
- Development of a paragraph
- Development of a short story
- Introduction of first person usage

Reading and Literature

- Read a simple, short story
- Read authentic poems
- Read a short chapter book
- popular children's songs

Spanish Culture

- Compare / Contrast family and school experiences in the United States vs. Spanish speaking countries - Venn Diagram
- Legend of the Poinsettia
- Holidays and Traditions of Christmas and Three Kings
- Authentic songs

Spanish Outcomes - Grade Four

Fourth grade Spanish students are introduced to vocabulary within thematic units. Students are expected to do daily homework and are assessed at the end of each unit. Speaking, writing, and reading are developed in tandem. Short dictations, reading of short texts, listening, speaking, singing, reciting and recordings are important components of the learning process.

Grammar concepts are progressively more complex with personal pronouns and present tense verb conjugation introduced and applied to previously learned concepts.

Listening and Speaking

- Describe self and others using physical characteristics
- Describe self and others using character traits
- Describe the seasons and weather
- Describe daily routines
- Numbers and Telling time
- Describe school materials and objects
- Prepare oral and visual presentations
- Individual recordings of answers to prompts and short readings
- Oral and visual presentations
- Implement grammar concepts learned to speaking

Vocabulary and Spelling

- Greetings
- Introductions
- Character Traits
- Physical Characteristics
- Classroom Objects
- School Courses
- Animals
- Clothing
- Weather and Seasons
- Earth Day (environmental terms)
- Telling Time

Writing and Grammar

- Introduction to Personal (Subject) Pronouns
- Introduction to present verb conjugation Tener (to have)
- Introduction to present verb conjugation Ser vs. Estar (to be)
- Reinforcement of gender agreement
- Reinforcement of number agreement
- Reinforcement of definite and indefinite articles
- Introduction of present tense regular - ar verb conjugation

Reading and Literature

- Read simple short stories in Spanish
- Read authentic poems
- Authentic poetry
- Authentic songs
- Authentic videos

Spanish Culture

- Hispanic Heritage Month and notable personalities and contributions
- Día de los muertos - Disney movie COCO
- Cinco de mayo
- Christmas traditions and legends of Spanish speaking countries

Spanish Language Outcomes - Grade Five

Spanish Language 5 is the introductory course for a sequential program to develop language proficiency and to prepare students to integrate into a high school program. The emphasis is on the ability to communicate effectively and to read and write in Spanish. The goals of the course are:

Listening and Speaking

- Basic conversational questions.
- Express likes and dislikes; preferences, and opinions
- Describe themselves, others, animals, and things
- Ask for and give information about themselves and others.
- Describe favorite activities
- Address people formally and informally

Vocabulary and Spelling.

Vocabulary words are presented in context

- Classroom objects and expressions
- Descriptive adjectives and personal relationships
- Weather expressions, emotions, leisure activities

Writing and Grammar.

Grammar is used as a tool and is presented in context

- Subject Pronouns
- Definite and indefinite articles
- Masculine and feminine
- Verb forms
- Negatives
- Exposure to Direct and Indirect objects
- Exposure to the verb: to like (gustar). Gusta o gustan?
- Exposure to the verb to be: ser and estar
- Exposure to demonstrative adjectives ese and este
- Exposure to two verb constructions

Reading and Literature

- Read passages in the textbook
- Read appropriate level short stories
- Listen and follow the lyrics and/or sing Spanish music.

Spanish Culture

- Compare and contrast School life in Spanish-speaking countries
- Compare and contrast the ideas of beauty among Spanish-speaking countries
- Compare and contrast daily life and leisure activities in Spanish countries
- Focus on Mexico, Guatemala, Venezuela, Costa Rica, Chile, Colombia, and El Salvador
- Spanish names and family members
- Celebration of Hispanic and Latino contribution, culture and history in the Hispanic Heritage Month
- Day of the Dead (Dia de los Muertos) and the movie Coco
- Celebration of some winter holiday traditions in Hispanoamerica
- Magical Realism and the movie Encanto

Spanish Outcomes - Grade Six

Spanish Language is the introductory course for a sequential program to develop language proficiency and to prepare students to integrate into a high-school program. The emphasis is on the ability to communicate effectively and to read and write in Spanish. The goals of the course are that students be able to:

Listening and Speaking

- Basic conversational questions.
- Express likes and dislikes; preferences, and opinions
- Describe themselves, others, animals, and things
- Ask for and give information about themselves and others.
- Describe favorite activities
- Address people formally and informally

Vocabulary and Spelling

The vocabulary words are presented in context

- The Spanish alphabet and the numbers to 100
- Colors, dates, classroom vocabulary, and family members
- Use greetings, introductions, and words of courtesy properly

Writing and Grammar

Grammar is used as a tool and is presented in context

- Write simple conversations about introductions, and getting to know others. Write short paragraphs using the present tenses of verb forms
- Express feelings in writing
- Use Personal pronouns in sentences. Use of indirect object pronouns (with the verb GUSTAR)
- Gender of nouns ending in -o, -a, plural of nouns and agreement between nouns and personal pronoun with the verb. Present-tense of regular -ar, -er, and -ir verbs Basic irregular verbs (SER, ESTAR, IR) and simple idiomatic uses of TENER.
- Simple questions words (dónde, cómo, qué, por qué, cuándo)
- Use of prepositions

Reading and Literature

- Read passages in the textbook
- Read brief poems by Hispano-American poets.
- Read appropriate level short novels.
- Listen and follow the lyrics and/or sing Spanish music.

Spanish Culture

- Hispanic foods
- Names and locations of Spanish-speaking countries
- Spanish names and family members
- Leisure time activities in Spanish-speaking countries compared and contrasted with their native culture.
- Celebration of Hispanic and Latino contribution, culture and history in the Hispanic Heritage Month with a level appropriate project about influential Hispanics and Latinos in The United States and in the World.
- Celebration of Black History Month. Level appropriate project about Afro-Latinos
- Compare and contrast winter celebrations in Hispanoamerica with those from the student's native cultures. Christmas in Hispanoamerica with a particular emphasis on "Las Novenas y las Posadas," including the crafting of rattles to sing "Villancicos." (Spanish carols)

Spanish Language Outcomes - Grade Seven

Listening and Speaking

- Discuss leisure time and vacation choices and activities
- Talk about the weather, the natural environment, and environmental dangers
- Talk about household chores
- Describe rooms in a home, places in a community, and means of transportation

- Describe own feelings and others (expanded)
- Communicate simple facts about the 21 Spanish-speaking countries
- Talk about television shows and movies
- Watch the movie “Encanto”
- Introduction to ordering meals

Vocabulary and Spelling

The vocabulary words are presented in context

- Sports and activities
- Household chores, rooms, furniture, and community places
- Community places (buildings in a city), directions, travel expressions and the hotel
- Weather phrases, and terminology about the environment
- Basic clothing
- Professions
- Computer hardware and basic computer operating terms
- Restaurant phrases and words

Writing and Grammar

Grammar is used as a tool and is presented in context

- Review of Present tense of -ar, -er, and -ir verbs
- Verbs with stem-changing and spelling changes in the present
- Negation
- Ser Vs. Estar (Expanded)
- Idiomatic uses of the verb TENER (expanded).
- Present progressive (with regular and irregular present participles)
- Preterite tense of regular and some irregular verbs
- Stem-changing verbs in the preterite
- Immediate future (“Ir + a + infinitive verb”)
- Short form possessive
- Indirect object (used with Gustar, expanded)
- Write short paragraphs, letters, and poems incorporating the grammar and vocabulary learned

Reading and Literature

- Read more complex short poems
- Listen, follow the lyrics and/or sing Spanish music.
- Read newspaper articles in Spanish
- Read level appropriate books in Spanish

Spanish Culture

- Compare and contrast Spanish-speaking communities in the United States versus those in Spanish-speaking countries
- Spanish television shows and movies
- Geography of the Spanish-speaking world
- Celebration of Hispanic and Latino contribution, culture and history in the Hispanic Heritage Month with a project about influential Hispanics and Latinos in The United States and in the World (Expanded)
- Celebration of Black History Month. Level appropriate project about Afro-Latinos (Expanded)
- Compare and contrast winter celebrations in Hispanoamerica with those from the student's native cultures. “El día de las velitas,” en Colombia (Candle Day. Lighting lanterns and candles that illuminate entire towns)

Spanish Language Outcomes - Grade Eight

Listening and Speaking

- Talk about daily routines and personal hygiene products
- Ask and answer questions about daily routines
- Identify names of foods and beverages
- Ask and answer questions about food and meal preferences
- Order and buy meals
- Ask and answer simple questions with a partner about extended family, relationships and stages of life
- recognize familiar phrases and expressions for celebrations, relationships and related foods in a short video
- Recognize familiar phrases and expressions for medical symptoms in a short video.

- Have a simple conversation with a partner about health symptoms
- Recognize phrases related to technology and electronics, and the Internet
- Talk about and listen to television shows and movies
- Listen a radio broadcast

Vocabulary and Spelling

The vocabulary words are presented in context

- Sports and pastime activities(expanded)
- Extended family
- Household chores, part of a home, and basic furniture
- Mode of transportation
- Geographic terms (expanded), the seven continents, and terminology about nature and the environment
- Restaurant terms

Writing and Grammar

Grammar is used as a tool and is presented in context.

- Reflexive verbs and reflexive pronouns.
- Preterite - formation and uses (Spiral and expanded)
- Imperfect - formation and basic uses
- Verbs with spelling changes in the preterite
- Verb conocer vs. verb saber
- Future -formation (regular verbs)
- Familiar and formal commands
- Common helping verbs
- Simple prepositions and conjunctions
- Write short paragraphs, letters, and poems incorporating the grammar and vocabulary learned
- Adverbs of time, order, quantity and manner
- Indefinite and negative words

Reading and Literature

- Read more complex short poems and Spanish songs
- Read newspaper articles in Spanish
- Read a website
- Read level appropriate books in Spanish

Spanish Culture

- Discuss the difference between patios and casitas
- Compare your own family dinners with those of Spanish-speaking countries.
- Spanish television shows and movies
- Some daily customs in Spanish-speaking countries, including “La siesta, el mate y las tapas”
- Peru geography and culture

- Celebration of Hispanic and Latino contribution, culture and history in the Hispanic Heritage Month with a project about influential Hispanics and Latinos in The United States (Expanded)
- Celebration of Black History Month. Level appropriate project about Afro-Latinos (Expanded)
- Compare and contrast winter celebrations in Hispanoamerica with those from the student's native cultures. (Expanded)

9.7.K Spanish Language - Kindergarten

Spanish Language - Kindergarten

In kindergarten, students are introduced to the Spanish language in a playful way through rhymes, songs, and memory games. The method focuses on the tenants of Comprehensible Input. Classes are taught mostly in Spanish to help students learn implicitly, through interaction, songs and play, listening and imitating sounds.

The children start with various story-based texts and songs. Each story is a theme that breaks down in structured units to facilitate learning. In addition, songs, rhymes, and short poems are taught to make classes fun and to create a bank of words students can easily recognize and memorize.

Course Content

Communication

The objective of the course is to allow young people to interact with a basic degree of fluency in Spanish and to develop language awareness. Students learn months and the days of the week, the seasons and some weather terms, greetings, colors, numbers, animals, school supplies, and how to express likes and dislikes.

Vocabulary

New vocabulary words are introduced in Spanish through Total Physical Response. Students repeat the words and add in a gesture and/or emotion to match creating short narratives, activities, and games to reinforce them.

Phonetics

Children are exposed to the sounds, rhythm and melody of the language to naturally acquire Spanish and internalize pronunciation. The aim is to make their pronunciation similar or indistinguishable from the pronunciation of native speakers.

Culture

Children discover the Spanish-speaking world through songs, games, holidays and traditions, foods, and videos. These cultural aspects make learning Spanish an authentic experience.

9.7.1 *Spanish Language - Grade 1*

In grade one, students are introduced to the sounds of Spanish through songs, short films, and stories. This story-based method focuses on a communicative approach known pedagogically as CI Comprehensible Input. Classes maximize Spanish input through interactive activities and projects to immerse the children in the language and to provide them with compelling input to motivate their learning and acquisition.

Course Content

Communication

The objective of the course is to provide students with basic “formulas” for communication of simple structures in Spanish. Students learn greetings, ask simple questions, express likes and dislikes, say “no,” count, and categorize colors, size, animals, and foods.

Vocabulary

New vocabulary is introduced in Spanish through pictures, objects, drawings and “Total Physical Response” (TPR). In a TPR lesson, the teacher models actions that students then mimic as they simultaneously hear vocabulary words and actions in Spanish. As often as possible, the students are given opportunities to “experience” the vocabulary learned by acting it out, doing an activity, or creating a story. In order to make Spanish more real to the very young, cross-curriculum content is used as appropriate.

Phonetics

Oral communications emphasize correct pronunciation through an emphasis on mastering vowel sounds and breaking down words by syllable. repetition of groups of sounds and through songs that focus on pronunciation and on difficult sounds in French.

Culture

The entire first-grade curriculum integrates cultural aspects that make learning Spanish an authentic experience. The children are introduced to the people, customs, holidays, foods, games, stories, commercials, music, traditions, etc. of the Spanish-speaking world.

9.7.2 *Spanish Language - Grade 2*

Students use various story-based use various story-based language learning texts including Nuestra Historia Primaria 1 from Voces Digital. The interactive digital platform is designed for students in the early elementary grades. The textbook consists of nine units or themes, each designed to stimulate the children’s interest and to introduce a different set of language concepts. Students learn to communicate in Spanish, and they are introduced to aspects of the Spanish speaking world..

Course Content

Communication

The students learn greetings and introductions; to identify people and objects; to describe themselves and others, including their ages; use prepositions and understand direction and location; ask and answer questions using question words, describe emotions, conditions, and body parts.

Grammar

Students are introduced to high frequency verbs, the concept of genders, use of definite and indefinite articles, . They learn personal pronouns and plural forms of nouns and verbs. They learn to use present-tense forms of simple verbs including to be, to have, to see, to eat, to like, and to want. Students use simple sentence structure including the negative construction.

Vocabulary

New and recycled vocabulary is an important part of each input-focused lesson. The vocabulary students acquire throughout the year covers words and expressions related to the familiar universe of children of this age: school, friends, family, emotions and feelings, parts of the body, days of the week, seasons and months of the year, numbers from 1 to 100, and colors. Students are introduced to the concept of gender and the gender of their vocabulary words.

Phonetics

Students learn the Spanish alphabet and the pronunciation of letters and vowel sounds in Spanish words. Familiarization with the sounds of Spanish is important; pronunciation is emphasized in every class. Intonation and rhythm of a phrase are studied. Students learn chants and songs to emphasize the sounds of Spanish words and phrases.

Culture

Exposure to the culture is through learning about traditions and customs, singing songs, playing games, reading stories, and celebrating holidays, etc. of the Spanish-speaking world.

9.7.3 *Spanish Language - Grade 3*

Vocabulary is introduced with thematic units. Students are expected to complete 15 minutes of daily homework and are tested at the end of each unit. Speaking and writing skills are developed symmetrically. Dictations, reading of short texts, listening, speaking, singing, reciting and voice recordings are important components of the learning process. Grammar is introduced in a systematic and progressive manner.

Course Content

Communication

Students learn the Spanish alphabet and the pronunciation of letters and groups of letters in Spanish words. Familiarization with the sounds of Spanish is very important. Pronunciation is emphasized in every class. The students learn to communicate in simple but structurally

correct sentences to introduce themselves. They learn to describe an object, a person, or a place using proper gender and number agreement in their grammar. They learn to express days of the week and months of the year. They learn songs and poems and practice answering fundamental questions in the target language.

Writing

Students are introduced to the proper structure of sentences incorporating gender and number agreement. By the end of third grade, students are able to write short simple stories.

Grammar

Students learn to use frequently used verbs in the first and third person. They are introduced to direct and indirect articles and gender and number agreements. Descriptive language is emphasized, and students learn to incorporate more adjectives in speaking and writing.

Vocabulary

New vocabulary is introduced weekly, decoded, and used in class in drills and sentences.

Students memorize the new vocabulary and use it in their sentences. The vocabulary the students acquire throughout the year covers words and expressions familiar to children of this age, such as school, friends, family, the days of the week, months of the year, numbers from 1 to 100, and colors. Students learn the concept of gender in their vocabulary words. Students learn simple poems and songs to emphasize sounds of Spanish words and phrases.

Culture

Spanish culture is seen through the eyes of school children living in Spanish-speaking countries. Traditional holidays of Spanish-speaking countries are learned.

Evaluation

An integrated approach fosters language growth, encouraging students to develop reading, writing, speaking, and listening skills to increase comprehension and become effective communicators. Strategies to measure and monitor student progress co-occur with instruction. Ongoing evaluation creates the expectation in students that all activities are valuable and are monitored.

Class participation, a significant key to success in Spanish, is measured daily. Students are encouraged to answer as much as possible during class. Homework is an important tool for reinforcement and impacts language development.

Curricular Resources

- VOCES: Introductory Spanish
- VOCES: Nuestra Historia: Primaria I
- Instructional Videos: which may include Sr. Jordan and Rockalingua instructional videos
- Basic novels which may include: *Brendan Brown Quiere un Perro* by Carol Gaab

9.7.4 *Spanish Language - Grade 4*

The goals of the Spanish language program for grade four are for students to:

- develop a positive attitude and acceptance of personal responsibility for learning
- use a variety of strategies that enable students to comprehend and use written and spoken Spanish
- complete authentic tasks and projects involving communication in Spanish
- increase their general knowledge by using Spanish as a vehicle for learning across the curriculum
- gain insights into English and Spanish cultural and linguistic similarities and differences as reflected in the languages

The textbooks for grade four are the interactive digital platform *Voces: Introductory Spanish and Nuestra Historia I*. *Voces* is composed of thematic units that focus on a series of communicative activities. Listening, reading, speaking, and writing are all represented and incorporated into every unit. The themes are authentic, relevant, and age-appropriate, making them interesting and meeting the intellectual level of the students. Grammar is integrated into the lesson and part of a communicative context. The texts provide students ample opportunity to practice and integrate the grammatical concepts taught.

Classes are conducted mainly in Spanish, and meaning is conveyed through comprehensible input in the form of visuals, body language, TPRS, and role-playing. The students, therefore, actively engage in a variety of learning experiences using Spanish.

Students have daily assignments of approximately 15 minutes per night, which provide additional reinforcement of lessons or concepts learned in class. There are occasional projects that may require some work at home.

Course Content

Communication

The students learn to describe the physical appearance and personal characteristics of self and others. They learn to describe the physical appearance and abilities of domestic, farm, and wild animals. They learn to communicate methods for taking care of the environment. Students create and share a "Call to Action" presentation about the need to care for the planet. Students learn to discuss daily routines and class schedules. In addition, students read and recite poetry. Students write and perform short skits.

Writing

Students write properly-structured sentences incorporating gender and number agreement. By the end of grade four, they write simple stories, short scripts, descriptive paragraphs, and a simple comic.

Grammar

Students reinforce their knowledge of gender and number agreement. They reinforce their use of possessive adjectives. Students learn to use definite vs. indefinite articles in their speaking and writing. They understand personal pronouns and their use with verb conjugation. The present tense conjugation of the irregular verb "tener" is introduced. The verbs "ser" vs. "estar" are

introduced, and their application in the Spanish language is examined.

Vocabulary

New vocabulary is introduced weekly, decoded, and used in class in drills and sentences.

Students acquire the new language and use it in their sentences. The vocabulary the students develop throughout the year covers words and expressions related to making choices and decisions, expressing attributes, going places and doing things, and discovering our world.

Pronunciation is emphasized in every class. Students memorize simple poems and songs to emphasize the sounds of Spanish words and phrases.

Culture

Students expand their knowledge of the Spanish-speaking world. They analyze the movie COCO for cultural content. They learn about school culture and different ways to protect the environment. Students also celebrate traditional holidays, watch short videos in Spanish, and learn to sing Spanish songs.

Evaluation

An integrated approach fosters language growth, encouraging students to develop reading, writing, speaking, and listening skills to increase comprehension and become effective communicators. Strategies to measure and monitor student progress co-occur with instruction. Ongoing evaluation creates the expectation in students that all activities are valuable and are monitored. Self-evaluation at the beginning, in the middle, and at the end of a theme assists students in seeing the “big picture” of their learning, judging their progress toward objectives, and planning for improvement.

Class participation, a significant key to success in Spanish, is measured daily. Grades are based on class participation, homework completion, projects, presentations, and quizzes.

Curricular Resources

- VOCES: Introductory Spanish
- VOCES: Nuestra Historia I
- Instructional Videos: may include Sr. Jordan and Rockalingua instructional videos
- Disney COCO movie

9.7.5 Spanish Language - Grade 5

Course Content

Communication and Vocabulary

Themes are carefully chosen based on their relevance and interest to the students' age and level, as well as their connection to the students' world. For the fifth grade the themes encompass a wide range of topics including home, school and neighborhood environment, popular culture, history, technology, friendship, and sports, both locally and globally. Students are exposed to these themes through various engaging methods such as visual aids, props, graphics, pictures, graphic organizers, role-playing, group

work, cooperative activities, and oral presentations. This approach not only helps students learn vocabulary but also encourages active participation and comprehension.

Grammar

In the 5th-grade Spanish, students are on a continuous journey of learning and discovery. They expand their knowledge by revisiting familiar structures and mastering new ones. Through engaging activities, they learn to use the simple present and near future structures as well as ask and respond to questions in simple present and near future. This approach not only focuses on the form of each structure but also its practical usage in real-life scenarios.

Students actively participate in reviewing and refining their understanding of verb conjugation, verb tenses, and some irregular verbs associated with these new structures. By doing so, they develop a strong foundation in Spanish language skills that will serve them well in their future language learning endeavors.

Reading and Writing

In the 5th grade Spanish curriculum, the focus is on further developing students' reading and writing skills in the Spanish language. Students engage with a variety of authentic texts, including age level literature, articles, and poems, to enhance their comprehension and interpretation abilities. They learn to analyze texts for themes, cultural aspects, and linguistic features unique to Spanish.

In the writing component of the curriculum, students focus on expressing themselves creatively in Spanish. They engage in various writing tasks, including crafting short narratives using the present, the near future tenses and the irregular verbs *ser* (to be), *estar* (to be), *ir* (to go) and *tener* (to have). The students formulate responses to questions based on readings or analyses of age level books. These exercises are designed to enhance their ability to communicate effectively in writing. Additionally, the curriculum emphasizes the importance of grammar, vocabulary, and syntax, aiming to help students write with both accuracy and fluency.

Culture

In the 5th grade Spanish curriculum, students explore the rich and diverse cultures of Spanish-speaking countries. They learn about the customs, traditions, and cultural practices that shape these societies, gaining a deeper appreciation for the global significance of the Spanish language. Through a variety of learning activities, such as readings, videos, and interactive projects, students immerse themselves in the cultures of Spain, Mexico, Latin America, and other Spanish-speaking regions. They study art, music, literature, geography and history, gaining insight into the historical and contemporary contributions of Spanish-speaking cultures to the world. The curriculum also includes opportunities for students to compare and contrast their own culture with those of Spanish-speaking countries, fostering cross-cultural understanding and appreciation.

Homework

Students are assigned daily homework, typically lasting 15 to 20 minutes, focusing on reading,

writing, vocabulary, or grammar. These assignments serve as reinforcing and practicing concepts or as preparation for upcoming material. Occasionally, homework tasks involve reviewing material covered in class on a particular day.

Evaluation

Student grades in this course are determined by a variety of factors, including class participation, completion of homework assignments, performance on projects and presentations, oral assessments, quizzes, and tests. Each of these components plays a role in assessing the student's understanding and proficiency in the Spanish language.

Curricular Resources

- VOCES: Introductory Spanish/ Spanish Novice
- VOCES: Nuestra Historia Y Nuestra Historia 2
- Instructional Books and Videos: may include Pobre Ana, SpanishDict, Sr. Jordan and Language Tutor among other materials aimed to support and enhance concepts learned.
- Disney ENCANTO. Supporting books may include:
 - Nacho Lee: authentic material to reinforce phonics, reading and pronunciation.
 - Variety of books to support and enhance concepts learned.

9.7.6 Spanish Language - Grade 6

Communication and Vocabulary

For 6th-grade Spanish students, the curriculum focuses on enhancing communication skills and expanding vocabulary in a way that is engaging and relevant to their age group. Students learn to express themselves effectively in Spanish, both verbally and in writing, using vocabulary and grammar structures suitable for their level.

The curriculum includes topics that are interesting and relatable to 6th graders, such as hobbies, introduction to daily routines, expanded school life, extended family and friends, and describing people and places. These topics allow students to practice using vocabulary related to their own lives and experiences, making the learning process more meaningful and enjoyable.

In addition to vocabulary expansion, the curriculum also emphasizes the development of communication skills. Students engage in various speaking and writing activities that encourage them to use the language creatively and effectively.

Grammar

Students in Spanish 6th grade are on a journey of continual growth, constantly building upon their foundation by revisiting and mastering previously learned structures while incorporating new ones. They engage in comparing and contrasting present sentences with present progressive sentences as well with near future sentences, and irregular verbs in the present drawing connections to previously learned constructions. Each grammatical structure is not only taught in terms of its form but also its practical application. Students actively participate in reviewing and honing their understanding of verb conjugation, verb tenses, and irregular verbs associated with these new structures, ensuring a comprehensive grasp of the Spanish language.

Reading and Writing

In the 6th grade Spanish curriculum, the focus is on further developing students' reading and writing skills in the Spanish language. Students engage with a variety of authentic texts, including age level literature, articles, and poems, to enhance their comprehension and interpretation abilities. They learn to analyze short text, cultural aspects, and other features unique to Spanish.

In the writing component of the curriculum, students focus on expressing themselves creatively in Spanish. They engage in various writing tasks, including crafting short stories using simple presente, present progressive and near future sentences as well as answering questions related to short stories reading in class. Agreement between adjectives, nouns and articles are reinforced. Writing practices are designed to enhance the student's ability to communicate effectively in writing. Additionally, the curriculum emphasizes the importance of grammar, vocabulary, and syntax, aiming to help students write with both accuracy and fluency at their level.

Culture

In the 6th grade Spanish class, students embark on a captivating journey through the diverse cultures of the Spanish-speaking world. Through a variety of engaging activities, students explore the customs, traditions, and daily life of Spanish-speaking countries, including the Royal family of Spain, Mexico, and various countries in Latin America.

They learn about the rich geography and history that define these cultures, gaining a deeper appreciation for their unique contributions to the world. Students also study important cultural celebrations, such as El 5 de Mayo, y el Día de los Muertos, allowing them to understand the significance of these events in the lives of Spanish speakers.

Homework

Students are assigned daily homework, typically lasting 15 to 20 minutes, focusing on reading, writing, vocabulary, or grammar. These assignments serve as reinforcing and practicing concepts or as preparation for upcoming material. Occasionally, homework tasks involve reviewing material covered in class on a particular day.

Evaluation

Student grades in this course are determined by a variety of factors, including class participation, completion of homework assignments, performance on projects and presentations, oral assessments, quizzes, and tests. Each of these components plays a role in assessing the student's understanding and proficiency in the Spanish language.

Curricular Resources

- VOCES: Spanish Novice
- VOCES: Nuestra Historia 2
- Instructional Books and Videos: may include Ferdinand and El Camino de Xico, SpanishDict, Sr. Jordan and Language Tutor among other materials aimed to support and enhance concepts learned.
- Disney ENCANTO. Supporting books may include:

- Nacho Lee: authentic material to reinforce phonics, reading and pronunciation.
- Variety of books to support and enhance concepts learned.
- Lyric Training

9.7.7 *Spanish Language - Grade 7*

Communication and Vocabulary

For 7th-grade Spanish students, the curriculum focuses on further developing communication skills and expanding vocabulary through engaging and relevant topics. Students are encouraged to express themselves more fluently and accurately in Spanish, both in spoken and written form.

The curriculum includes topics that resonate with 7th graders, such as leisure activities, technology, travel, and personal interests. These topics are chosen to be relatable and interesting, encouraging students to actively participate in discussions and activities.

Through a combination of speaking, listening, reading, and writing activities, students are able to practice and reinforce their language skills in a supportive and interactive environment. The goal is to help students become more confident and proficient in using Spanish for communication and expression.

Grammar

In 7th grade Spanish, students focus on expanding their grammatical knowledge and using it to express themselves more accurately and fluently. They deepen their understanding of verb conjugation, including regular and irregular verbs in present and past. They also learn about reflexive verbs, object pronouns, possessive adjectives, demonstrative adjectives and pronouns and comparisons to enhance their ability to communicate effectively. Additionally, students explore more complex sentence structures and begin to understand the nuances of Spanish grammar, helping them to express ideas with better precision and detail.

Reading and Writing

In 7th grade Spanish, students focus on further developing their reading and writing skills. They read a variety of texts, such as short stories, poems, and articles, to enhance their comprehension and vocabulary. Students also learn to analyze and interpret texts and identify main ideas.

In writing, students work on composing coherent paragraphs and short essays, in addition to asking and answering questions related to a previous reading. They practice using appropriate grammar and vocabulary to express their ideas clearly. Additionally, students learn about different writing styles and formats, such as descriptive, narrative, and persuasive writing.

Overall, the goal is to help students become more proficient and confident readers and writers in Spanish, able to engage with a range of texts and express themselves effectively in writing.

Culture

In the 7th grade Spanish class, students dig into the rich variety of Spanish-speaking cultures. They explore the customs, traditions, and daily life of various Spanish-speaking countries,

gaining a deeper understanding and appreciation for their diversity. Through interactive activities, stories, music, and art, students immerse themselves in the vibrant cultures of Cuba, and soccer in Argentina among other activities in other Latin American countries. They learn about important historical aspects, celebrations, and cultural practices, fostering cross-cultural understanding and empathy. By studying the cultural aspects of the Spanish-speaking world, students broaden their perspectives and develop a sense of global citizenship. The curriculum aims to inspire curiosity, respect, and appreciation for the cultures that shape the Spanish language.

Homework

Students are assigned daily homework, typically lasting 15 to 20 minutes, focusing on reading, writing, vocabulary, or grammar. These assignments serve as reinforcing and practicing concepts or as preparation for upcoming material. Occasionally, homework tasks involve reviewing material covered in class on a particular day.

Evaluation

Student grades in this course are determined by a variety of factors, including class participation, completion of homework assignments, performance on projects and presentations, oral assessments, quizzes, and tests. Each of these components plays a role in assessing the student's understanding and proficiency in the Spanish language.

Curricular Resources

- VOCES: Por el Mundo 1
- VOCES: Nuestra Historia 1 Y Nuestra Historia 2
- Instructional Books and Videos: may include, SpanishDict, Sr. Jordan, Language Tutor, Senderos 1B, Lengua Castellana y Literatura among other materials aimed to support and enhance concepts learned.
- Lyric training

9.7.8 Spanish Language - Grade 8

Communication and Vocabulary

Themes are carefully chosen based on their relevance and interest to the students' age, as well as their connection to the students' world. These themes encompass a wide range of topics including entertainment, with emphasis on music, geography, popular culture, history, technology, friendship, and sports, both locally and globally. Students are exposed to these themes through various engaging methods such as visual aids, props, graphics, pictures, graphic organizers, role-playing, group work, cooperative activities, and oral presentations. This approach not only helps students learn vocabulary but also encourages active participation and comprehension.

Grammar

Students continually expand their knowledge by reviewing previously learned structures and mastering new ones. They compare and contrast imperfect sentences with preterit structures, as well as simple future tense with previously learned near future constructions and commands. Each structure is not only learned in terms of its form but also its usage. Students actively review and

refine their understanding and use of verb conjugation, verb tenses, and irregular verbs associated with the new structures.

Reading and Writing

In the 8th grade Spanish curriculum, the focus is on further developing students' reading and writing skills in the Spanish language. Students engage with a variety of authentic texts, including age level literature, articles, and poems, to enhance their comprehension and interpretation abilities. They learn to analyze texts for themes, cultural aspects, and linguistic features unique to Spanish.

In the writing component of the curriculum, students focus on expressing themselves creatively in Spanish. They engage in various writing tasks, including crafting short narratives using the imperfect tense, composing brief essays about their future academic aspirations, and formulating responses to questions based on readings or analyses of books. These exercises are designed to enhance their ability to communicate effectively in writing. Additionally, the curriculum emphasizes the importance of grammar, vocabulary, and syntax, aiming to help students write with both accuracy and fluency.

Culture

In the 8th grade Spanish curriculum, students explore the rich and diverse cultures of Spanish-speaking countries. They learn about the customs, traditions, and cultural practices that shape these societies, gaining a deeper appreciation for the global significance of the Spanish language. Through a variety of learning activities, such as readings, videos, and interactive projects, students immerse themselves in the cultures of Spain, Mexico, Latin America, and other Spanish-speaking regions. They study art, music, literature, geography and history, gaining insight into the historical and contemporary contributions of Spanish-speaking cultures to the world. The curriculum also includes opportunities for students to compare and contrast their own culture with those of Spanish-speaking countries, fostering cross-cultural understanding and appreciation.

Homework

Students are assigned daily homework, typically lasting 15 to 20 minutes, focusing on reading, writing, vocabulary, or grammar. These assignments serve as reinforcing and practicing concepts or as preparation for upcoming material. Occasionally, homework tasks involve reviewing material covered in class on a particular day.

Evaluation

Student grades in this course are determined by a variety of factors, including class participation, completion of homework assignments, performance on projects and presentations, oral assessments, quizzes, and tests. Each of these components plays a role in assessing the student's understanding and proficiency in the Spanish language.

Curricular Resources

- VOCES: Spanish Intermediate
- VOCES: Nuestra Historia 2 Y Nuestra Historia 3
- Instructional Books and Videos: may include, SpanishDict, Sr. Jordan, Language Tutor, Senderos 2, Lengua Castellana y Literatura, Panorama de las Américas, Don Quijote de la Mancha (Level appropriate), for advanced students, among other materials aimed to support and enhance concepts learned.
- Lyric training