

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 1-8. Students who begin study of a second language in elementary school and continue its study for a number of years have a much better chance of achieving full proficiency. Classes meet each day to maximize exposure to the sounds of the new language and to provide as much immersion experience as possible.

In grades 1-3, 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 through stories describing pictures. Students are encouraged to play and sing, to name pictures, and exchange simple sentences among themselves. By grade 4, students are introduced to the written language, and begin to learn specific vocabulary and verb conjugations. Teachers continue to use visuals and dramatization, supplemented with newspapers, Web documents, magazine articles, product labels, and so on. By 6th grade, formal grammar and syntax are studied. Short stories, poetry, and later novels are used to focus class discussion and build reading comprehension, while studying written expression. Milestones of achievement range from mastering a small set of phrases and vocabulary words in 1st grade, through genuine literary expression in 8th.

The language program is integrated in a meaningful way with other subjects. For example, when 1st grade students learn addition and subtraction in mathematics, language class might practice these operations in the new language. When 6th grade students analyze style and content of English texts, they might perform the same exercises in language class using short stories or poems. Throughout the program, classroom learning is supplemented by audio tapes, films, and computer software programs that allow students to build vocabulary and understand sentence structure.

In grades 7 and 8, instruction in Latin may replace instruction in the selected world language either once or twice per week. Etymological and syntactic parallels and differences are explored, giving students a new perspective on the way the English language functions, as well as a deeper understanding of its roots.

9.2 New Jersey Core Curriculum Content Standards in World Languages

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.

Standard 7.1 *All students will be able to communicate in at least one world language in addition to english. they will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.*

Starting in 1st grade, PCS students learn to communicate in a language other than English. Conversational skills as well as reading and writing skills are taught.

Standard 7.2 *All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.*

By the end of 4th grade, PCS students learn about peoples who speak the language they study: their history, cultures, and arts. By the end of 8th grade, students analyze similarities and differences between their culture and that of the speakers of the language they study, using, for example, newspapers and literary works.

9.3 French Language Student Outcomes by Grade Level

The French program is a structured, cumulative approach with one grade level the foundation for the next. Students study all all aspects of the language: reading, writing, vocabulary, listening comprehension, and speaking. All students are taught according to a proven French method of teaching, using, for the most part, French textbooks published in France or Canada.

The following list encapsulates what each student will be able to do at the end of the specified grade level.

French Outcomes - Grade Two

Reading and Literature

- Know the French alphabet
- Recognize and pronounce vocabulary words
- Know by heart at least three classical children’s rhymes (2-3 stanzas each)
- Know a few traditional songs

Communication/Speaking

- Use greetings and introductions properly
- Describe, using adjectives, himself/herself and others
- 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 accord of adjectives with nouns
- Use correct present-tense forms of basic verbs including “to be,” “to have,” “to see,” “to eat,” “to like,” and “to want”
- Know the personal pronouns
- Use a simple negative construction
- Use the plural on familiar nouns and verbs

Vocabulary and Spelling

- Acquire 10 new words each week
- Numbers and colors
- Days of the week, months, seasons, and weather
- Parts of the body
- School-related words and expressions
- Spell many assigned vocabulary words correctly

French Culture

- Name a few places to go in France
- Describe a French holiday
- Describe a French student’s family members, school, toys and pets

French Outcomes - Grade Three

Reading and Literature

- Read a simple, basic text in French (the textbook lessons, poems)
- Know by heart at least three classical children’s poems (each of 2-3 stanzas)
- Know at least another four traditional songs

Writing and Grammar

- Write a simple sentence using proper word order
- Write a postcard to a friend
- Formulate a question and answer in writing
- Know the elements of conjugation (person and number)
- Know the personal pronouns
- Conjugate present tense verbs in the 1st class as well as the irregular verbs “to be” and “to have”
- Use adjectives with proper agreement and use possessive adjectives

Vocabulary and Spelling

- Have an oral vocabulary of about 700 words
- Spell many assigned vocabulary words correctly

Listening and Speaking

- Describe oneself using first-person, present-tense verbs and adjectives
- Ask simple directions
- Describe the weather
- Express a few feelings and needs
- Talk about foods and school

French Culture

- Name a few monuments in the city of Paris
- Discuss three French holidays
- Name three French rivers and three mountain ranges

French Outcomes - Grade Four

Reading and Literature

- Read a simple, basic text in French (the textbook lessons, poems)
- Know by heart at least another three short classical children’s poems
- Know at least another four traditional songs

Writing

- Write simple newspaper articles

- Write simple paragraphs about oneself and the immediate environment

Grammar

- Conjugate in present tense verbs in all four classes
- Expand knowledge of present tense of irregular verbs
- Present, past, and future conjugation of common verbs
- Imperative of -er verbs
- Know the personal, demonstrative, and interrogative pronouns
- Improve knowledge of accord of adjectives, possessive adjectives, and pronouns
- Prepositions

Vocabulary and Spelling

- At least 700 new words of oral vocabulary
- Prepare and present a puppet show
- Make a brief oral presentation
- Add science words to vocabulary: nature, animal life cycles, ecology, environments
- Use maps and map terms
- Spell vocabulary words correctly

Listening and Speaking

- Prepare and present a puppet show
- Make a brief oral presentation
- Describe oneself, one's family and environment (school, home, food, weather, nature) using present-tense verbs and adjectives
- Participate in simple dialogues
- Express feelings and needs

French Culture

- Discuss favorite French pets
- Describe French and Canadian heroes
- French and Canadian cultural dances
- Learn more about the Francophone world (Tahiti)

French Outcomes: Grade Five

Reading

- Read definitions, charts, schedules, comics, and stories
- Read descriptions of the regions of the Francophone world
- Memorize and recite at least another 3 classical poems and traditional songs

Writing and Grammar

- Write a paragraph or story (at least 10 sentences) in present, and past tenses
- Write a story about relationships
- Use correct grammar and spelling in writing
- Write creatively using metaphors and comparisons

Grammar

- Conjugate in present, past (passe compose), and future verbs of all four categories
- Improved use of adjectives and pronouns including possessive adjectives
- Know comparison of adjectives and adverbs
- Use negative structures
- Use the imperative
- Know idioms with verbs “faire,” “avoir,” etc.

Vocabulary and Spelling

- At least 800 new words of oral vocabulary including areas such as geography, history, and science
- Spell assigned vocabulary words correctly
- Use accents properly for basic, recurring words

Listening and Speaking

- Follow a radio program broadcast and a children’s movie
- Speak in more complex sentences, building up from previous knowledge
- Organize and talk about a project
- Speak about a vacation, a region of France, a national or geographical difference, a description of a dinosaur, or the metamorphosis of an insect

French Culture

- Describe and order popular French foods
- Discuss French school customs and traditions
- Recognize the names of the various regions of France and Quebec and be able to describe a geographical aspect of each region
- Discuss a few French poets and artists

French Outcomes: Grades Six and Seven

Reading and Literature

- Read an excerpt of a novel or short story
- Answer questions on the material read in complete sentences
- Read a well known comic strip such as Asterix or Tintin relying on cognates
- Learn a few poems from established French literature

Writing and Grammar

- Write a short story in past or future tense
- Write a short composition given a theme or subject
- Know the agreement rules for gender, number, and case
- Know the present, passe compose, imparfait, future, and conditional tenses
- Express feelings, situations, and desires

Vocabulary and Spelling

- Spell correctly all assigned vocabulary words
- Use accents correctly for familiar words
- Oral vocabulary should include about 2000 words
- In addition to a basic vocabulary, students should have an expanded passive vocabulary and a more complex active vocabulary to include all areas of their activities and interests

Listening/Speaking

- Listen to complex dialogues and real situations in French, and explain what they hear in French
- Formulate a complete sentence, and engage in a dialogue or conversation with relative ease
- Major progress in sentence structure and conversation ability

French Outcomes: Grade Eight

Reading and Literature

- Read poems, comics books, plays, and short stories
- Read a story and summarize it orally or in writing
- Answer questions on the material read in complete sentences
- Learn four more poems from established French literature (Verlaine, Hugo), and four more songs (Yves Montand, Edith Piaff, Brasens)

Writing and Grammar

- Write a short story in present, past future and conditional tenses
- Write a page about a piece read in class and a simple analysis of a classical poem memorized in class, describing its theme and metaphors
- Write a composition given a theme or subject
- Know the agreement of tenses in subordinate clauses when using future and conditional tenses
- Know the present, passe compose, imparfait, future, and conditional tenses
- Recognize the passe simple and the subjunctive even if not capable of conjugating verbs in those tenses
- Express feelings, situations, and desires

Vocabulary and Spelling

- Oral vocabulary should include about 3000 words
- Spell correctly all assigned vocabulary words
- Use accents correctly
- In addition to a basic vocabulary, students should have an expanded passive vocabulary and a more complex active vocabulary to include all areas of their activities and interests.

Listening and Speaking

- Listen to complex dialogues and real situations in French, and explain them in French
- Engage in a dialogue or conversation with relative ease
- Major progress in sentence structure and conversation ability

French Culture

- Read French poets including Verlaine and Prévert
- Name a French playwright and describe one of his or her works
- Discuss a work by a French artist in French
- Describe, in French, aspects of the Francophone world including art, geography, gastronomy, education, industry, and entertainment

9.4 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 an audiocassette. Each story is a theme that breaks down in structured units to facilitate learning. In addition, four stories are taught from the collection *Imagination*. Together, these two story collections prepare the students for the second grade textbook, *Le Petit Trampoline*.

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.

9.5 French Language: Grade Two

Students use *Le Petit Trampoline*, a French textbook designed for students in grade two. The textbook consists of four 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.

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 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, clothing, 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 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 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 and toys; French food; places to go; Paris; the seasons and climate of France; major French holidays; and other countries of the Francophone world.

9.6 French Language: Grade Three

The textbook for grade three, *Trampoline - Level I*, is divided into 5 magazines or units designed to be taught over the course of one academic year. The goal of this course is to motivate young students to learn French through a series of episodes such as cartoons, French news and other information from France, songs, rhymes, games, and entertainment. This is all organized in the form of a children's magazine to which the students "subscribe" during the year. The textbook is all in French, very colorful and easy for an eight- or nine-year-old child to follow. The book comes with an audio-cassette tape to be used during class. French is spoken for almost the entire duration of the class period. Students learn to speak, read, and write French simultaneously, and they also are introduced to aspects of Francophone culture.

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. Cassette tapes matched to the course units are extensively used.

Grammar - Students learn the present, past and future tenses; 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. 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. Intonation and rhythm of a phrase are also studied. Students memorize simple poems and songs to emphasize the sounds of French words and phrases.

Language Laboratory - The students use the computer lab once a week for enhanced development of their language skills. The program in use for this academic year is *French for the Real World*.

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.

9.7 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 them to comprehend and use written and spoken French;
- 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, *Visages - I* and *Visages - II*, are comprised 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 grammar concepts taught.

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

Course Content

Communication - The students learn to describe shapes, the surrounding environment (nature, animals, etc), and the characteristics of an island and a forest. They learn to classify animals, and to describe life cycles. They describe feelings and physical and psychological 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. They read and recite poetry, and read about and describe regions of Quebec and France. One project involves making a time-line that represents the history of flight and presenting it to the class. Students use their communication skills in puppet shows, skits, and oral presentations to an audience.

Writing - Students write newspaper articles about heroes and produce a newspaper in French. They write simple stories, advertisements, scripts for shows and skits, and descriptive paragraphs.

Grammar - Students learn the present, past and future conjugation of common verbs, conjugate in present tense verbs in all four classes, expand their knowledge of 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 accord of adjectives, possessive adjectives, and pronouns. Their grammar work includes prepositions.

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. 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. Students also acquire science and art-related vocabulary. 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 popular foods, school culture, and French poets and artists. They learn about French and Canadian heroes, and French and Canadian cultural dances

Homework: Students have daily assignments amounting to 15 minutes per night 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: 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.

9.8 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;
- 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 textbook for grade five, *Visages - III*, includes six high-interest, age-appropriate themes. Each theme provides a variety of motivational, hands-on activities designed to develop the students' ability to communicate, read, and write in French. The accompanying workbook, *Plus-3*, reinforces the grammar concepts learned and provides ample practice for new vocabulary and concepts. An integrated approach 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 learn about types of communication used when visiting a French-speaking country including: setting a table; reading a newspaper article; describing clothing; conducting an interview; and planning a budget.

Writing - Students write about professions, write and design a brochure and a radio announcement, and complete a small research paper about marine life.

Grammar - Students learn conjugation of regular and irregular verbs; the correct use of present, future, and past tenses; possessive adjectives; and pronouns.

Vocabulary - New vocabulary is introduced weekly, decoded and used in class in drills and sentences. Students memorize the new words and use them in their own sentences. The vocabulary acquired throughout the year covers giving directions; identifying clothes; ordering food; and traveling in a French-speaking country.

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.

9.9 French Language: Grade Six

In their grade-six 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 Francophone community and its global influences is fostered.

Students use *Destinations 1*, a Canadian textbook designed for students of this age who have had some experience with French as a foreign language. The emphasis of the program is on communication for a purpose. Learning is experience-based and active. French is the only language used in the classroom in order to provide as much of an immersion experience as possible.

Course Content

Communication and Vocabulary - The textbook is organized around six themes or units, carefully selected for their interest and relevance to the adolescent learner. Students examine fairy tales and nursery rhymes, investigate a murder mystery, go on a travel safari, learn the art of storytelling, and discuss the natural world and our environment. Students learn through dramatizations, group work, cooperative activities, oral presentations, and peer tutoring.

Grammar - Students focus on mastery of verb conjugation and tenses (present, passé composé, near future, and future); on adjectives (formation, agreement, comparative and superlative, and possessive); on the interrogative form; adverb formation; key prepositions; and are introduced to the objective pronouns.

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 keep a weekend journal to practice writing and communicating their personal experiences in French, and to provide a weekly focus of discussion in class.

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.

Books:

Textbook: *Destinations 1*, Addison, Wesley Longman.

Workbook: *Destinations 1 Workbook*, Addison, Wesley Longman.

9.10 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.

Students use *Destinations 2*, its accompanying workbook, and audio-cassette. French is the only language used in the classroom in order to provide as much of an immersion experience as possible.

Course Content

Communication and Vocabulary - The six units or themes begin with back-to-school (including the subjects of school supplies, shopping and shops, school courses, clothing, and money). They learn about newspapers, journalism, and advertising; 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” and “en”); focus on irregular adjectives, adverbs, and the most common irregular verbs in the various tenses of past, present, and future; and examine the passé composé with the helping verb “être” versus “avoir.”

Reading and Writing - Students keep a weekend journal and are expected to write longer paragraphs (10 sentence minimum) and 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 (they read from *Le Petit Nicholas*, 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 French Caribbean islands, Louisiana, and Acadia, and learn about the popular sports and sporting events in the Francophone world.

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.

Books:

Textbook: *Destinations 2*, Addison, Wesley Longman.

Workbook: *Destinations 2 Workbook*, Addison, Wesley Longman.

9.11 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.

Students use *Destinations 3*, its accompanying workbook, and audio-cassette. French is the only language used in the classroom in order to provide as much of an immersion experience as possible.

Course Content

Communication and Vocabulary - In *Destinations 3*, themes are selected for their relevance and interest to the teenager. They are centered on the world of entertainment and popular culture, the world of work (part-time and volunteer), 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.

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.

Reading and Writing - Students keep a weekend journal and are expected to write a couple of paragraphs demonstrating a wide range of vocabulary and good grammatical constructions. Students read poems, cartoons, plays and short stories, including poetry from Verlaine and Prévert, 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 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.

Books:

Textbook: *Destinations 3*, Addison, Wesley Longman.

Workbook: *Destinations 3 Workbook*, Addison, Wesley Longman.

Reader: *Rêves*.

9.12 Spanish Language Outcomes by Grade Level

The Spanish program is a structured, cumulative approach this year beginning with an introductory course for grade 6. Students study all aspects of the language: listening, speaking, vocabulary, grammar, reading, writing, culture and literature. Students use textbooks and workbooks designed especially for middle school students.

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

Spanish Outcomes - Spanish A - Grade Six

Listening and Speaking

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

Vocabulary and Spelling

- 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

- Write simple conversations and invitations
- Write paragraphs using the present tense of verb forms
- Express feelings in writing
- Personal pronouns, nouns, adjectives, and gender
- Common present-tense verbs, common irregular verbs, simple future verb forms
- Use of prepositions

Reading and Literature

- Read passages in the textbook
- Read short poems and Spanish songs

Spanish Culture

- Hispanic foods
- Names and locations of Spanish-speaking countries
- Spanish names and family members
- Leisure time activities

Spanish Outcomes - Spanish B - Grades Seven and Eight

Listening and Speaking

- Discuss 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 their feelings and others
- Talk about television shows and movies
- Order meals

Vocabulary and Spelling

- Sports and activities
- Household chores, rooms, furniture, and community places
- Weather phrases, and terminology about the environment
- Names of television shows and movies in Spanish
- Restaurant phrases and words

Writing and Grammar

- Present tense of -ar, -er, and -ir verbs
- Present and preterite tense of regular and irregular verbs
- Stem-changing verbs in the present and preterite tenses
- Verbs with spelling changes in the present and preterite tenses
- Write paragraphs, letters, and poems using correct grammar and vocabulary

Reading and Literature

- Read more complex short poems and Spanish songs
- Read newspaper articles in Spanish
- Read simple books in Spanish

Spanish Culture

- Discuss the difference between *patios* and *casitas*
- Compare and contrast Spanish-speaking communities in the United States versus those in Spanish-speaking countries
- Spanish television shows and movies
- Family dinners in the Spanish-speaking world
- Geography of the Spanish-speaking world

9.13 Spanish Language A: Grades Five and Six

Spanish Language A 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:

- read and write simple paragraphs;
- carry on a basic conversation in Spanish; and
- discuss the customs and culture of some Spanish-speaking countries.

Classes are taught primarily in Spanish, using the textbook, *Paso a Paso A*, which is organized into six thematic chapters. The elements of a chapter tie together; students learn the vocabulary related to the theme, the grammar they need to communicate about the theme, and the information that anchors the language in its cultural context. End-of-the-chapter vocabulary lists reflect how new words are used to create and convey meaning.

Students use the computer laboratory on a regular basis, using *Spanish for the Real World*, which gives students the opportunity to cover material beyond their textbook, and *Pasos Vivos* which correlates with the textbook.

Course Content

Listening and Speaking - Students learn to express themselves coherently and to convey simple ideas to classmates. Students describe themselves, others, animals, and objects; express likes and dislikes, preferences, and opinions; ask and give information and directions; and address people both formally and informally.

Vocabulary and Spelling - Through communicative activities students acquire a variety of vocabulary relating to school and home environments, time, directions, transportation, activities, colors, and counting.

Writing and Grammar - Students write simple paragraphs, poems, songs, and conversations using present-tense verbs. They study fundamental grammar: common present-tense regular and irregular verbs; simple future verb forms; personal pronouns; nouns; gender; adjectives; and the use of prepositions.

Reading and Literature - Students read simple poems and songs, and elementary-level books from the classroom library.

Culture - The culture of the Hispanic world is integrated into the program. Topics about daily life include Hispanic foods, names, and leisure-time activities. Students also study the names and locations of Spanish speaking countries, and are introduced to holidays and customs of a number of these countries.

Homework: Students have 15-minute reading, writing, vocabulary, grammar, or spelling assignments as follow-up or preparation for each class. Assignments focus on accuracy of writing and spelling, reading comprehension, and the correct use of vocabulary and grammar. There are occasional oral presentations on Hispanic countries and holidays.

Evaluation: Short quizzes check knowledge of vocabulary and grammar, and longer end-of-chapter assessments. Grades are based on class participation, homework, quizzes, tests, major projects, and presentations.

Books:

Textbook: *Paso a Paso A*, Scott Foresman Addison Wesley;

Workbook: *Paso a Paso 1. Practice Workbook*;

9.14 Spanish Language B: Grade Seven

The Spanish language B program is the second year of a three-year middle-school course for students to develop language proficiency and to prepare students to integrate into a high-school Spanish program. The program emphasizes the ability to communicate efficiently and to read and write in Spanish. The goals of the course are that students be able to:

- read and write paragraphs;
- carry on a conversation in Spanish; and
- discuss the customs and culture of some Spanish-speaking countries.

Classes are taught primarily in Spanish, using the textbook, *it Paso a Paso B*, which is organized into seven thematic chapters, all of which are covered. All material—vocabulary, grammar, and culture—is rooted in context. All the elements of a chapter tie together; students learn the vocabulary related to the theme, the grammar they need to communicate about the theme, and the information that helps anchor the language in its cultural context. The themes have been chosen to reflect what students want or need to talk about. The end-of-the-chapter vocabulary lists are organized to reflect how new words are used to create and convey meaning.

Students use and encounter the language through a rich program of activities designed to make learning Spanish fun and interesting. Learning Spanish through action, using visual cues (pictures, transparencies, videos, pantomime) are examples of these types of activities.

Students use the computer laboratory on a regular basis to work with one of the software programs we have: *Spanish for the Real World*, which gives students the opportunity to cover material beyond their textbook, and *Pasos Vivos* which correlates with the textbook. Students do group listening activities in the classroom, and are frequently assigned vocabulary and dialogues to be recorded. In addition, students watch television clips and weather in Spanish, and learn about Hispanic singers and artists.

Students are encouraged to use the classroom library which contains a collection of elementary-level books that they may already be familiar with in English.

Course Content

Listening and Speaking - Students learn to express themselves coherently and to convey simple ideas to classmates. Students talk about their vacation activities, sports, weather, homes, household chores, feelings, transportation, community, television shows, movies, restaurants, and the environment.

Vocabulary and Spelling - Through communicative activities students acquire a variety of vocabulary related to their vacation activities, weather conditions, their homes and community, the environment, time, directions, television shows, movies, ordering food in restaurants, and the environment.

Writing and Grammar - Students write paragraphs, letters, and conversations using present- and preterite-tense verbs. They study common present- and preterite-tense regular and irregular verbs, and spell changing verbs. Students keep a journal in Spanish and write poems and songs using grammar and vocabulary used in class.

Reading and Literature - Students read poems, songs, newspaper articles, and Spanish short stories in the classroom library.

Culture - The culture of the Hispanic world is integrated into the program. Topics include vacations, homes, meals, weather, health practices, the media, and ecology in Spanish-speaking countries.

Homework: Students have daily assignments amounting to 15 minutes per night in reading, writing, vocabulary, grammar, or spelling as follow-up or preparation for each class period. Written assignments focus on accuracy of writing and spelling, as well as reading comprehension and the correct use of target vocabulary and grammar. There are occasional oral presentations on Hispanic countries and Hispanic holidays.

Evaluation: There are short quizzes that check knowledge of discrete points of vocabulary and grammar, and longer end-of-chapter assessments that verify what students can do in the Spanish language. Grades are based on class participation, homework, quizzes, tests, major projects, and presentations.

Books:

Textbook: *Paso a Paso B*, Scott Foresman Addison Wesley;

Workbook: *Paso a Paso 1. Practice Workbook (Second Half)*;

Dictionary: *English-Spanish/Spanish English Dictionary*.