



Excellence In Education

World Languages Curriculum

Kearney Public Schools Mission Statement

Create an environment that fosters mutual respect

Inspire the love of learning

Expect Excellence from all

Kearney Public Schools World Languages Mission Statement

The mission of the World Language curriculum in Kearney Public Schools is to inspire students to achieve individual excellence in speaking, writing, reading, and listening in the target language. Students will be respectful, informed citizens of a culturally diverse world.

TABLE OF CONTENTS

[World Language SAC](#)

[PASSPORT TO WORLD LANGUAGE AND CULTURES](#)

[6th Grade Passports](#)

[SPANISH](#)

[7th Grade Introduction to Spanish](#)

[Spanish I](#)

[Spanish II](#)

[Spanish III](#)

[Spanish IV](#)

[Honors Spanish IV](#)

[AP Spanish](#)

[FRENCH](#)

[7th Grade Introduction to French](#)

[French I](#)

[French II](#)

[French III](#)

[French IV](#)

[Honors French IV](#)

World Language SAC

Horizon Middle School
Lori Schulte
Joy Wilson
Sunrise Middle School
Jallyce Baughman
Jane Searcey
Julie Copp
Kearney High School
Sylvia Mishou
Kathy Everitt
Diane Small
Marshall Everitt
Michelle Seeba
Dianne Halligan

PASSPORT TO WORLD LANGUAGES AND CULTURES

6th Grade Passports

The purpose of the the 6th Grade Passports course is for students to recognize and use vocabulary needed for basic speaking and listening skills. Students will identify differences among other cultures.

Students engage in conversations, provide and obtain information, express feelings and emotions. (WL 1.1 beginning)

Students recognize written and spoken language on basic topics. (WL 1.2 beginning)

Students identify differences of the perspectives and practices of the cultures studied. (WL 2.1 beginning)

Components

Introduction

- Evaluate the importance of learning another language in the 21st Century
- Identify English words borrowed from other languages

Spanish

- Identify vocabulary needed for simple conversation (e.g. greet, introduce oneself, ask how others are, use leave-taking phrases)
- Converse with other students in Spanish
- Locate Spanish speaking countries
- Recognize numbers 0-30
- Distinguish and recite the letters of the Spanish alphabet and compare with English alphabet
- Identify city vocabulary
- Identify basic body vocabulary (e.g. TPR activities)

French

- Identify vocabulary needed for simple conversation (e.g. greet, introduce oneself, ask how others are, use leave-taking phrases)
- Converse with other students in French
- Locate French speaking countries
- Memorize the French color/clothing vocabulary
- Demonstrate knowledge of color/clothing vocabulary by describing others
- Identify images, symbols and celebrations of French culture

Chinese (optional)

- Identify images, symbols and culture of China
- Recreate Chinese ideographs
- Recite the numbers 1-10

SPANISH

7th Grade Introduction to Spanish

The purpose of 7th Grade Introduction to Spanish course is for students to identify and apply knowledge of vocabulary through speaking, reading, writing, and listening in Spanish. Additionally, students will identify similarities and differences within the Hispanic culture.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (WL 1.1 beginning)

Students communicate information, concepts, and ideas through written and spoken language on a variety of topics. (WL 1.2 beginning)

Students demonstrate an understanding of the perspectives and practices of cultures studied. (WL 2.1 beginning)

Students connect their knowledge of other disciplines through the Spanish language. (WL 3.1 beginning)

Students identify information and perspectives through authentic materials in Spanish and within the cultures. (WL 3.2 beginning)

Components

- Evaluate the importance of learning the Spanish language in the 21st century
- Identify vocabulary needed for simple conversation (e.g. greet, introduce oneself, ask how others are, use leave-taking phrases)
- Converse with other students in Spanish
- Perform basic commands
- Express likes and dislikes
- Distinguish and recite the alphabet to assist with better pronunciation
- Identify, speak, and use numbers 1-1000
- Define a cognate and select cognate words from authentic magazines and newspapers
- Distinguish between masculine articles and feminine articles
- Practice using a bilingual dictionary
- Ask and answer limited simple questions
- Identify color vocabulary
- Recall and expand upon city vocabulary
- Tell time (*y* and *menos* method)
- Identify food vocabulary and classify items into meal categories
- Define and use infinitive words (e.g. TPR activities)
- Identify classroom object vocabulary using *hay*
- Demonstrate use of the calendar, including days, months, date rule (e.g. holidays)
- Recall and expand on previous knowledge of body vocabulary
- Demonstrate weather expressions (e.g. weather report)

- Identify culture, customs and perspectives of the Hispanic world

Spanish I

The purpose of Spanish I is for students to demonstrate and apply knowledge of speaking, reading, writing, and listening in the present tense with basic preterite tense of regular verbs. Additionally, students will identify and analyze cultural components such as art, celebrations, and customs within the Spanish-speaking world.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (WL1.1 beginning)

Students interpret written and spoken language on a variety of topics. (WL 1.2 beginning)

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. (WL 1.3 beginning)

Students demonstrate an understanding of the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts. (WL 2.1 beginning)

Students connect their knowledge of other disciplines through the target language. (WL 3.1 beginning)

Students acquire information and perspectives through authentic materials in the target language and within the cultures. (WL 3.2 beginning)

Students apply the structural differences in the target language in order to communicate and can apply this knowledge to their own language. (WL 4.1 beginning)

Students analyze cultural patterns of interaction and can apply this knowledge to their own culture. (WL 4.2 beginning)

Grammar Components

- Organize sentences to make and express negatives
- Express likes and dislikes
- Identify and construct sentences using infinitives
- Correlate subject pronouns to verb conjugation
- Recall 7th grade Intro. topics (e.g. telling time, weather expressions, numbers, the verb *hay*)
- Communicate when an event takes place
- Construct sentences using adjective agreement and placement
- Formulate and respond to questions
- Conjugate present tense regular *-ar, -er, -ir* verbs
- Conjugate and distinguish between the verbs *ser* and *estar*
- Form plurals of nouns and definite and indefinite articles
- Communicate future events by conjugating the simple future tense

- Conjugate *tener* and use *tener* expressions
- Express ownership by using possessive adjectives
- Communicate events that are happening now by conjugating in the present progressive tense
- Communicate where items are located
- Conjugate present tense irregular and stem-changing verbs
- Conjugate regular verbs in the preterite tense
- Conjugate and distinguish between the verbs *saber* and *conocer*
- Form contractions
- Communicate using direct object nouns/pronouns and indirect object pronouns
- Form statements using demonstrative adjectives and pronouns

Vocabulary Components

Identify, adapt, and incorporate vocabulary that may include the following examples:

- School schedules, activities, and classroom items
- Ordinal numbers
- Frequency words
- Pastimes and leisure activities
- Places around town
- Adjectives
- Families and celebrations
- Locative prepositions
- Clothing
- Shopping
- Traveling & Vacation

Culture Components

Identify and summarize cultural perspectives that may include the following examples:

- Artists (e.g. Pablo Picasso, Frida Kahlo, Diego Rivera, Fernando Botero, and Carmen Lomas Garza)
- Celebrations and traditions (e.g. *La Quinceñera*, *El Día de Los Muertos*, *La Música*)
- Cultural comparisons and differences in The United States versus those in Spanish-speaking countries

Spanish II

The purpose of Spanish II is for students to demonstrate and apply knowledge of speaking, reading, writing, and listening in the past and present tenses. Additionally, students will identify and analyze cultural components such as art, celebrations, and customs within the Spanish-speaking world.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (WL 1.1 beginning)

Students interpret written and spoken language on a variety of topics. (WL 1.2 beginning)

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. (WL 1.3 beginning)

Students demonstrate an understanding of the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts. (WL 2.1 beginning)

Students connect their knowledge of other disciplines through the target language. (WL 3.1 beginning)

Students acquire information and perspectives through authentic materials in the target language and within the cultures. (WL 3.2 beginning)

Students apply the structural differences in the target language in order to communicate and can apply this knowledge to their own language. (WL 4.1 beginning)

Students analyze cultural patterns of interaction and can apply this knowledge to their own culture. (WL 4.2 beginning)

Grammar Components

- Conjugate present tense stem-changing verbs (e.g. *decir, conocer, saber, ser, and estar*)
- Conjugation and application of verbs similar to *gustar*
- Produce statements with double object pronouns.
- Differentiate between the uses of *ser* and *estar*
- Identify an application of reciprocals and reflexives
- Conjugate preterite tenses of regular verbs and irregular preterites
- Conjugate regular and irregular verbs in the imperfect tense
- Express affirmative and negative ideas
- Distinguish differences between *¿cuál?* and *¿qué?*
- Passive and impersonal constructions with *se*
- Describe actions with adverbs
- Express formal and informal commands

- Differentiate between *por* and *para*
- Conjugate verbs in the subjunctive mood
- Express ideas of will and influence with the subjunctive
- Construct comparative and superlative statements to discuss people and things
- Express possession using possessive adjectives
- Communicate using adjectives as nouns in order to avoid repetition

Vocabulary Components

Identify, adapt, and incorporate vocabulary that may include the following examples:

- Daily routine
- Personal hygiene
- Time expressions
- Food and meals
- Parties and celebrations
- Personal relationships
- Health and medical
- Home electronics
- Parts of a house and household chores

Culture Components

Identify and summarize cultural perspectives that may include the following examples:

- Clothing and shopping habits
- Parties
- Cuisine
- Volunteer work
- School rules
- Extracurricular activities
- Vacations
- Neighborhoods
- Customs of other countries
- Various artists

Spanish III

The purpose of Spanish III is for students to demonstrate and apply knowledge of speaking, reading, writing, and listening in the present tense, the preterite and imperfect tenses, the imperfect progressive tense, the present subjunctive tense, the future tense, and the present perfect tense. Additionally, students will identify and analyze cultural components such as art, celebrations, and customs within the Spanish-speaking world.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (WL 1.1 developing)

Students interpret written and spoken language on a variety of topics. (WL 1.2 developing)

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. (WL 1.3 developing)

Students demonstrate an understanding of the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts. (WL 2.1 developing)

Students reinforce and further their knowledge of other disciplines through the target language. (WL 3.1 developing)

Students acquire information and perspectives through authentic materials in the target language and within the cultures. (WL 3.2 developing)

Students apply the structural differences in the target language in order to communicate and can apply this knowledge to their own language.
(WL 4.1 developing)

Students analyze cultural patterns of interaction and can apply this knowledge to their own culture. (WL 4.2 developing)

Grammar Components

- Present Subjunctive
- Nosotros Commands
- Past Participles as Adjectives
- Present Perfect
- Past Perfect
- Present Perfect Subjunctive
- Future
- Future Perfect
- Past Subjunctive
- Conditional
- Conditional Perfect

- Past Perfect Subjunctive

Vocabulary Components

Identify, adapt, and incorporate vocabulary that may include the following examples:

- Nature
- Environment
- Recycling
- City Life
- Daily Chores
- Money & Banking
- Post Office
- Health
- Exercise
- Nutrition
- Professions & Occupations
- The Workplace
- Job Interviews
- Arts
- Movies
- TV
- Current Events & Politics
- The Media
- Natural Disasters

Culture Components

Identify and summarize cultural perspectives that may include the following examples:

- *El Día de los Muertos*
- Independence Day of Mexico
- Various Artists (e.g. Diego Rivera and Salvador Dalí)
- Student Jobs and Volunteer Work

Spanish IV

The purpose of Spanish IV is for students to demonstrate and apply knowledge of speaking, reading, writing, and listening in the past and perfect tenses, and subjunctive and imperative moods. Additionally, students will identify and analyze cultural components such as art, celebrations, and customs within the Spanish-speaking world.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (WL 1.1 developing)

Students interpret written and spoken language on a variety of topics. (WL 1.2 developing)

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. (WL 1.3 developing)

Students demonstrate an understanding of the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts. (WL 2.1 developing)

Students reinforce and further their knowledge of other disciplines through the target language. (WL 3.1 developing)

Students acquire information and perspectives through authentic materials in the target language and within the cultures. (WL 3.2 developing)

Students apply the structural differences in the target language in order to communicate and can apply this knowledge to their own language. (WL 4.1 developing)

Students analyze cultural patterns of interaction and can apply this knowledge to their own culture. (WL 4.2 developing)

Grammar Components

- Review the Following Basic Concepts:
 - Present Tense
 - Ser & Estar
 - Progressive Forms
 - Object Pronouns
 - Gustar & Similar Verbs
 - Reflexive Verbs
 - Preterite Vs. Imperfect
 - Subjunctive
 - Commands
 - Por & Para
 - Comparatives & Superlatives
 - Negative, Affirmative, & Indefinite Expressions

- Future
- Prepositions

Vocabulary Components

Identify, adapt, and incorporate vocabulary that may include the following examples:

- Personality
- Emotions & Feelings
- Personal Relationships
- Music & Theater
- Recreation
- Sports & Pastimes
- The Home
- Shopping
- Daily Life
- Symptoms & Illness
- Health
- Doctors & The Hospital
- Medicines & Treatment
- Travel & Excursions
- Accommodations
- Accidents & Safety
- Nature & Animals
- Natural Phenomenon
- Environment

Culture Components

Identify and summarize cultural perspectives that may include the following examples:

- Family outings and outdoor activities
- Art, music, dance, and artists
- Health, physical fitness, nutrition, and maintaining a healthy lifestyle
- Dealing with friends, family, and other relationships
- Travel

AP[®] Spanish

The purpose of AP[®] Spanish Language and Culture is for students to participate in a rigorous course designed to expand their linguistic and cultural knowledge to depths that are comparable to those of a mid-level college course. By working in the three modes communication (interpersonal, interpretive, and presentational) students will learn *through* the language-- not just about it--with the ultimate goal being to provide a rich learning environment that fosters the true acquisition and life-long appreciation of the Spanish language and culture.

The six themes to be covered in the AP[®] Spanish Language and Culture course are:

- Global Challenges
- Science and Technology
- Contemporary Life
- Personal and Public Identities
- Families and Communities
- Beauty and Aesthetics

To cover these themes, students use the *Three Modes of Communication*, further specified by the *Six Primary Learning Objective Areas*. They are described in the *AP Spanish Language and Culture handbook of 2014* as follows:

The Interpersonal Mode is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.

The Interpretive Mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.

The Presentational Mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.

The Six Primary Learning Objective Areas:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual and Audiovisual Interpretive Communication
- Written and Print Interpretative Communication
- Spoken Presentational Communication
- Written Presentational Communication

The students will be meeting the benchmarks for communication in these modes at the Intermediate-high level, and progressing towards the Advanced-low level, as they are

described in *The Keys to Assessing Language Performance* (Sandrock, 2010, p. 95-97).

Additionally, students will be meeting the state of Nebraska benchmarks for communication, as they are described in the *Nebraska Frameworks*, at the Expanding level, as they are described below.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (WL1.1 expanding)

Students understand and interpret written and spoken language on a variety of topics. (WL 1.2 expanding)

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. (WL 1.3 expanding)

Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts. (WL 2.1 expanding)

Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied. (WL 2.2 expanding)

Students reinforce and further knowledge of other disciplines through Spanish. (WL 3.1 expanding)

Students acquire information and perspectives through authentic materials in Spanish and within the cultures. (WL 3.2 expanding)

Students apply the structural differences in the Spanish in order to communicate and can apply this knowledge to their own language. (WL 4.1 expanding)

Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture. (WL 4.2 expanding)

Grammar Components

Recall, refine and apply the following concepts as needed:

- Present indicative
- *Ser* and *Estar*
- Preterite tense
- Imperfect tense
- *Gustar* and similar verbs
- Pronouns and adjectives
- Present perfect tense
- Commands
- Object pronouns

- Subjunctive mood
- Reflexive verbs
- *Para* and *por*
- Future tense
- Conditional tense
- Past subjunctive mood
- Adverbs
- Present perfect of the subjunctive
- Comparatives and superlatives
- Past perfect tense
- Past perfect of the subjunctive
- Infinitives
- Conditional perfect tense
- Future perfect tense
- Negative and affirmative expressions
- Passive voice
- *Vosotros* commands

Vocabulary Components

Identify, adapt, and incorporate vocabulary that may include the following examples:

- Emotions and Relationships
- City Life
- Environmental Influences
- Generacional Movements
- Natural Resources
- Expressions and values of opinions
- Employment Perspectives
- Science and Technology
- Travel and Leisure
- Heritage and Destination

Culture Components

Identify and summarize cultural perspectives that may include the following examples:

- Puerto Rico
- Argentina
- The Caribbean
- Venezuela
- Guatemala
- Peru
- Costa Rica
- Mexico
- Bolivia
- Spain
- Chile
- Spanglish

FRENCH

7th Grade Introduction to French

The purpose of the Seventh Grade Introduction to French is for students to identify and apply knowledge of vocabulary through speaking, reading, writing, and listening in French. Additionally, students will identify similarities and differences within the French-speaking world.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (WL 1.1 beginning)

Students communicate information, concepts, and ideas through written and spoken language on a variety of topics. (WL 1.2 beginning)

Students demonstrate an understanding of the perspectives and practices of cultures studied. (WL 2.1 beginning)

Students connect their knowledge of other disciplines through French. (WL 3.1 beginning)

Students identify information and perspectives through authentic materials in French and within the cultures. (WL 3.2 beginning)

Components

- Evaluate the importance of learning the French language in the 21st century
- Identify vocabulary needed for simple conversation (e.g. greet, introduce oneself, ask how others are, use leave-taking phrases)
- Converse with other students in French
- Perform basic commands
- Distinguish and recite the alphabet to assist with better pronunciation
- Identify, speak, and use numbers 0-69
- Define a cognate and select cognate words
- Distinguish between masculine articles and feminine articles
- Ask and answer limited simple questions
- Recall color vocabulary
- Identify classroom object vocabulary
- Demonstrate use of the calendar, including days, months, seasons, date format (e.g. holidays)
- Use weather expressions
- Identify culture, customs and perspectives of the French-speaking world

French I

The purpose of French I is for students to demonstrate and apply knowledge of speaking, reading, writing, and listening in the present tense. Additionally, students will identify and analyze cultural components such as art, celebrations, and customs within the French-speaking world.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (WL 1.1 beginning)

Students interpret written and spoken language on a variety of topics. (WL 1.2 beginning)

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. (WL 1.3 beginning)

Students demonstrate an understanding of the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts. (WL 2.1 beginning)

Students connect their knowledge of other disciplines through French. (WL 3.1 beginning)

Students acquire information and perspectives through authentic materials in French and within the cultures. (WL 3.2 beginning)

Students apply the structural differences in French in order to communicate and can apply this knowledge to their own language. (WL 4.1 beginning)

Students analyze cultural patterns of interaction and can apply this knowledge to their own culture. (WL 4.2 beginning)

Grammar Components

- Apply all subject pronouns (i.e. *on* expressions)
- Conjugate present tense regular verbs
- Express affirmative and negative ideas
- Recognize definite and indefinite articles
- Apply the connectors *et* and *mais*
- Make comparisons
- Distinguish between specific objects using demonstrative adjectives
- Converse using the verbs *avoir*, *faire*, *prendre*, *aller* and *aller* + infinitive
- Investigate selected topics by question formation
- Communicate using adverbs of frequency
- Interact using the imperative mood

Vocabulary Components

Identify, adapt, and incorporate vocabulary that may include the following examples:

- Greetings, introductions, and polite conversation
- Likes, dislikes, and preferences
- Courses, classroom objects, and school supplies
- Time expressions
- Numbers 0-1000
- Sports and hobbies
- Weather conditions
- Food and restaurants
- Questions, suggestions, responses, and excuses

Culture Components

Identify and summarize cultural perspectives that may include the following examples:

- Customs of French-speaking countries
- French in economics, science, and technology
- The French educational system (i.e. *la rentrée* and *le bac*)
- French currency
- French *café* culture
- Celsius versus Fahrenheit
- French-speaking cities and regions (e.g. Quebec, Paris, Poitiers)

French II

The purpose of French II is for students to demonstrate and apply knowledge of speaking, reading, writing, and listening in the past and present tense. Additionally, students will identify and analyze cultural components such as art, celebrations, and customs within the French-speaking world.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (WL 1.1 beginning)

Students interpret written and spoken language on a variety of topics. (WL 1.2 beginning)

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. (WL 1.3 beginning)

Students demonstrate an understanding of the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts. (WL 2.1 beginning)

Students connect their knowledge of other disciplines through French. (WL 3.1 beginning)

Students acquire information and perspectives through authentic materials in French and within the cultures. (WL 3.2 beginning)

Students apply the structural differences in French in order to communicate and can apply this knowledge to their own language. (WL 4.1 beginning)

Students analyze cultural patterns of interaction and can apply this knowledge to their own culture. (WL 4.2 beginning)

Grammar Components

- Conjugate regular and irregular verbs in the present tense
- Communicate in the imperative mood
- Formulate questions
- Analyze adjective formation and position
- Demonstrate correct usage of object pronouns
- Conjugate reflexive verbs
- Differentiate usage of definite, indefinite, and partitive articles
- Construct interrogative and demonstrative adjectives and pronouns
- Conjugate regular and irregular verbs in the *passé composé* tense

Vocabulary Components

Identify, adapt, and incorporate vocabulary that may include the following examples:

- Conversational expressions
- Clothing

- City locations
- Houses
- Family members and relations
- Food, meals, and restaurants
- School and extracurricular activities
- Weekend activities
- The body: health and fitness

Culture Components

Identify and summarize cultural perspectives that may include the following examples:

- French recreational activities
- Cities and regions of France
- French cartoons
- Homes in France versus homes in the United States
- Education in France versus education United States
- French food, meals, and restaurants
- French fashion
- Daily life in Martinique

French III

The purpose of French III is for students to demonstrate and apply knowledge of speaking, reading, writing, and listening in the past, subjunctive, conditional, and present perfect. Students will identify and analyze cultural components such as art, celebrations, and customs within the French-speaking world.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (WL 1.1 developing)

Students interpret written and spoken language on a variety of topics. (WL 1.2 developing)

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. (WL 1.3 developing)

Students demonstrate an understanding of the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts. (WL 2.1 developing)

Students reinforce and further their knowledge of other disciplines through the French. (WL 3.1 developing)

Students acquire information and perspectives through authentic materials in French and within the cultures. (WL 3.2 developing)

Students apply the structural differences in French in order to communicate and can apply this knowledge to their own language. (WL 4.1 developing)

Students analyze cultural patterns of interaction and can apply this knowledge to their own culture. (WL 4.2 developing)

Grammar Components

- Conjugate additional irregular verbs in the present tense
- Conjugate verbs in the *passé composé* and the imperfect tenses
- Compare and contrast usage of the past tenses
- Apply the imperative mood to give instructions
- Differentiate usage and position of object pronouns
- Generate complex sentences using comparisons
- Analyze the formation and position of adjectives and adverbs
- Conjugate verbs in the present subjunctive mood
- Formulate questions with inversion
- Conjugate verbs in the future and conditional tenses

Vocabulary Components

Identify, adapt, and incorporate vocabulary that may include the following examples:

- Food and menus
- Driving a car
- Clothing and fashion
- Hairstyles
- Careers
- Family relationships
- Household chores
- Packing for a safari
- African animals

Culture Components

Identify and summarize cultural perspectives that may include the following examples:

- French literature
- Home life in France
- The French working world
- Transportation in France
- French *cafés* and restaurants
- Daily life in French-speaking Africa
- French-speaking European countries (e.g. Switzerland, Belgium, France)
- New Orleans

French IV

The purpose of French IV is for students to demonstrate and apply knowledge of speaking, reading, writing, and listening in the past and perfect tenses as well as the subjunctive and indicative moods. Additionally, students will identify and analyze cultural components such as art, celebrations, and customs within the French-speaking world.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (WL 1.1 developing)

Students interpret written and spoken language on a variety of topics. (WL 1.2 developing)

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. (WL 1.3 developing)

Students demonstrate an understanding of the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts. (WL 2.1 developing)

Students reinforce and further their knowledge of other disciplines through French. (WL 3.1 developing)

Students acquire information and perspectives through authentic materials in French and within the cultures. (WL 3.2 developing)

Students apply the structural differences in French in order to communicate and can apply this knowledge to their own language. (WL 4.1 developing)

Students analyze cultural patterns of interaction and can apply this knowledge to their own culture. (WL 4.2 developing)

Grammar Components

- Produce and apply verbs in the present tense
- Produce and apply verbs in the *passé composé* and imperfect tenses
- Differentiate between the *passé composé* and imperfect tenses
- Produce and apply verbs in the future and conditional tenses
- Produce and apply verbs in the present and past tenses in the subjunctive mood
- Refine usage of adjectives and adverbs
- Apply special negatives
- Compare and contrast all pronouns (i.e. object, relative, demonstrative, reflexive)

Vocabulary Components

Identify, adapt, and incorporate vocabulary that may include the following examples:

- School and daily life
- Recreational activities

- Personal relationships
- Fine arts
- Employment
- Travel
- Technology

Culture Components

Identify and summarize cultural perspectives that may include the following examples:

- French literature, art, music, and theater
- French and American education
- Job opportunities in French-speaking countries
- French-speaking Africa
- Québec
- St. Martin
- Technology in France

Honors French IV

The purpose of Honors French IV is for students to demonstrate and apply knowledge of speaking, reading, writing, and listening in the past and perfect tenses as well as the subjunctive and indicative moods. Additionally, students will identify and analyze cultural components such as art, celebrations, and customs within the French-speaking world.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (WL 1.1 expanding)

Students interpret written and spoken language on a variety of topics. (WL 1.2 expanding)

Students convey information, concepts, and ideas to listeners and readers for a variety of purposes. (WL 1.3 expanding)

Students demonstrate an understanding of the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts. (WL 2.1 expanding)

Students reinforce and further their knowledge of other disciplines through French. (WL 3.1 expanding)

Students acquire information and perspectives through authentic materials in French and within the cultures. (WL 3.2 expanding)

Students apply the structural differences in French in order to communicate and can apply this knowledge to their own language. (WL 4.1 expanding)

Students analyze cultural patterns of interaction and can apply this knowledge to their own culture. (WL 4.2 expanding)

Grammar Components

- Produce and apply verbs in the present tense
- Produce and apply verbs in the *passé composé* and imperfect tenses
- Differentiate between the *passé composé* and imperfect tenses
- Produce and apply verbs in the future and conditional tenses
- Produce and apply verbs in the present and past tenses in the subjunctive mood
- Refine usage of adjectives and adverbs
- Apply special negatives
- Compare and contrast all pronouns (i.e. object, relative, demonstrative, reflexive)

Vocabulary Components

Identify, adapt, and incorporate vocabulary that may include the following examples:

- School and daily life
- Recreational activities
- Personal relationships

- Fine arts
- Employment
- Travel
- Technology

Culture Components

Identify and summarize cultural perspectives that may include the following examples:

- French literature, art, music, and theater
- French and American education
- Job opportunities in French-speaking countries
- French-speaking Africa
- Québec
- St. Martin
- Technology in France

Honors Component

Honors IV students will synthesize grammar, vocabulary and culture components to create oral and written presentations based on the theme of each unit.