Milford School District

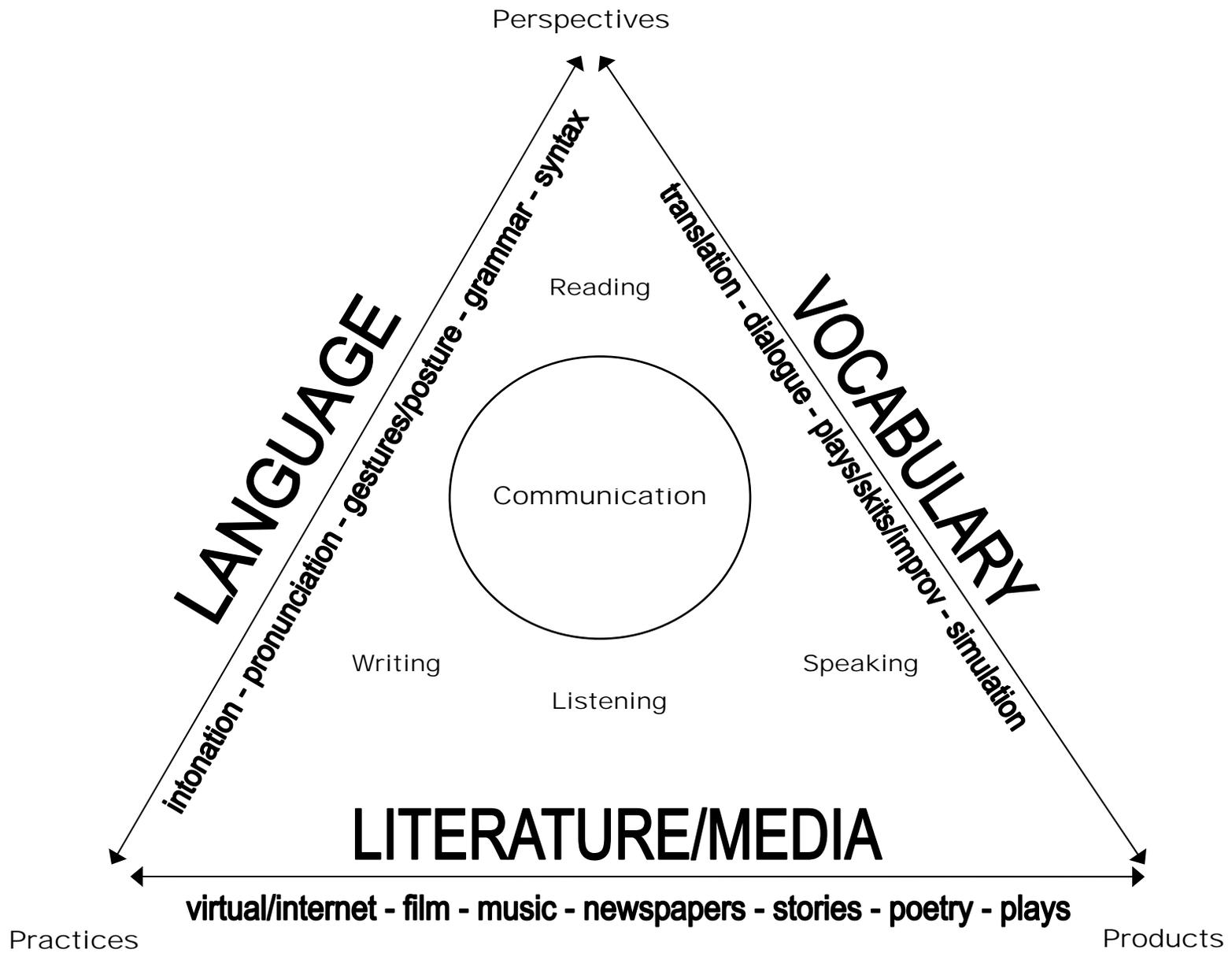# World Language Curriculum

Milford School District

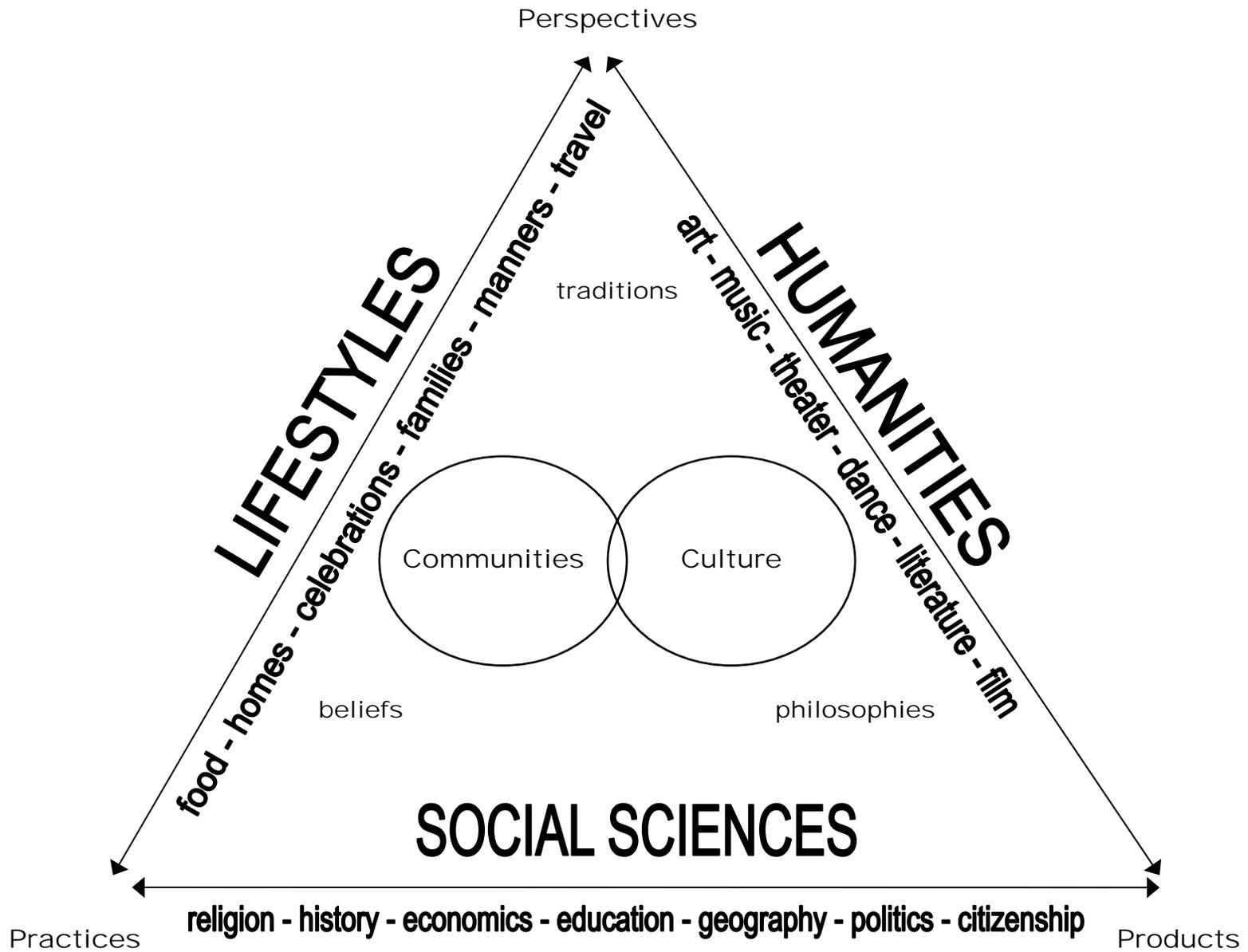# Introduction
World Language Curriculum

World Language education is the study of language in the context of culture and global understanding. Students study grammar and vocabulary, developing listening, speaking, reading and writing skills in the context of culture, literature and history. Our goal is enable students to become effective communicators in a second language, to apply their knowledge of language and culture, and to appreciate the diversity of the global community in which they live.
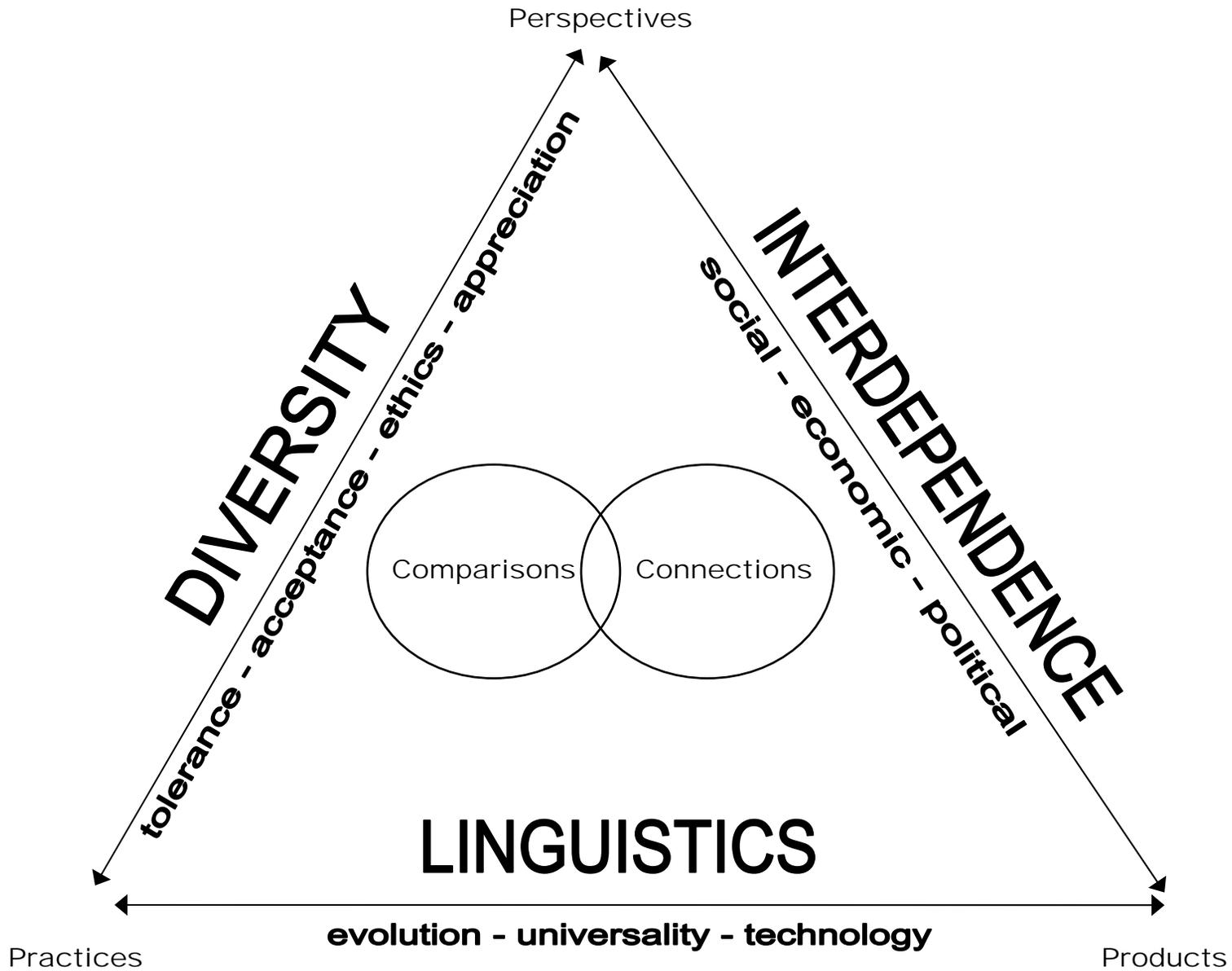
This guide delineates curriculum through a sequence of courses. Standards are designated in courses with increasingly more complex thinking and application. To fully understand the content, teachers are encouraged to preview the curriculum in all courses to understand the development of knowledge and skills. Standards noted in bold type indicate the core competency/learning for the course. Other standards are italicized and bolded indicating previous mastery and continued application.

The World Language Curriculum is a guidebook for all who teach world language. Although the concepts and skills are taught in world language class, there are many connections to other courses, especially social studies and language arts. This document challenges all who teach world language to hold high standards in world language study for the students in their classrooms.

The World Language standards are based on the Standards for Foreign Language Learning developed by a coalition of four national professional organizations (the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese) and on the Standards for Classical Language Learning developed in collaboration by the American Classical League, the American Philosophical Association and the Regional Classical Associations. Clear, consistent, rigorous expectations for learning are articulated throughout the R-12 experience in the Milford School District. The goal is to prepare our students for a lifetime of learning.

Perspectives

LANGUAGE

intonation - pronunciation - gestures/posture - grammar - syntax

VOCABULARY

translation - dialogue - plays/skits/improv - simulation

Reading

Communication

Writing

Listening

Speaking

LITERATURE/MEDIA

virtual/internet - film - music - newspapers - stories - poetry - plays

Practices

Products

Perspectives

LIFESTYLES

HUMANITIES

traditions

food - homes - celebrations - families - manners - travel

art - music - theater - dance - literature - film

Communities

Culture

beliefs

philosophies

SOCIAL SCIENCES

religion - history - economics - education - geography - politics - citizenship

Practices

Products

Perspectives

DIVERSITY

tolerance – acceptance – ethics – appreciation

INTERDEPENDENCE

social – economic – political

Comparisons Connections

LINGUISTICS

evolution – universality – technology

Practices Products

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
French Grade 7: *Welcome to the World of French Speakers*

Culture and Communications

	Standard	Standard/Core Competency
Daily Living	**1.1**	• **Using basic vocabulary for greetings/salutations, apply formal and informal ways to address people in everyday conversation (tu, vous).**
		• **Tell time, date, month, day of week.**
	1.1	• Count from 1-100.
	1.3	• **Describe self and others, including family, and things.**
		• Describe a schedule of daily life.
		• Identify school supplies and create skits to simulate purchasing them.
		• Use basic vocabulary to describe a meal and a table setting.
		• Identify items on a menu and simulate ordering a meal from a French restaurant.
	3.1	• **Given a map of the world, locate continents and countries where French is spoken.**
		• Express location and direction.
		• Label important geopolitical features on a map of France.
	4.2	• Compare/contrast shopping in France with shopping in the United States.
		• **Compare/contrast life abroad with life in the United States (school, home, and outside activities.)**

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	**1.1**	• **Use knowledge of French phonemes, alphabet, and spelling patterns to pronounce and write French words.**
Grammar	**1.2**	• Identify parts of speech – nouns, verbs, subject pronouns, adjectives.
		• Use articles appropriately (definite, indefinite, singular, plural, feminine, masculine.)
		• Use definite and indefinite articles to determine gender of noun.
		• Use the correct subject and object pronoun to replace a noun.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
French Grade 7: *Welcome to the World of French Speakers*

	Standard	Standard/Core Competency
Grammar *(continued)*	1.2	• Use adjectives and nouns with gender and number agreement.
		• **Conjugate regular "er," verbs in present.**
		• **Conjugate irregular verbs – avoir, être, aller, faire and stem-changing verbs.**
		• Use verbs in the infinitive.
		• Apply basic personal and possessive pronouns/ adjectives.
Syntax	1.1	• Use question words – (qui, qu'est ce que) to ask for information.
		• Develop simple questions using inversion; ask and respond with simple sentences.
Speaking/ Listening	1.1	• **Respond appropriately to simple questions and commands.**
		• Use vocabulary in simple dialogue and conversation.
Reading/ Writing	1.3	• **Write dialogue and perform skits to show understanding of vocabulary and proper use of grammar and conventions.**
	1.2	• Construct affirmative and negative statements.
		• Write paragraphs describing self and others.
		• Write sentences to answer questions.
		• **Write simple sentences to apply rules of word placement and grammar.**
		• Use vocabulary words to write sentences.
		• Utilize a language dictionary to complete simple translations.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
French Grade 8: *Welcome to the World of French Speakers*

Culture and Communications

	Standard	Standard/Core Competency
Travel Abroad	1.1	• Tell time and use time-related vocabulary in applied settings.
		• Describe leisure activities typical in France.
		• **Describe weather and seasons.**
		• Shop for food/clothing.
		• Count from 1-100 in French.
		• Recognize, name and use larger numbers in context.
	1.3	• Create skit to demonstrate how to order at a restaurant.
		• Create a reasonable budget for a trip abroad.
		• **Create dialogue and perform a skit to demonstrate how to use public transportation to travel in a French-speaking country.**
		• Create skits to demonstrate shopping at grocery and clothing stores.
		• Create a clothing catalog to demonstrate understanding of items of clothing, difference in sizes and cost.
	2.1	• Apply knowledge of current currencies from French-speaking countries: Canadian dollar, Euro, etc. in simulations.
	3.1	• Label important geo-physical features on a map of France.
	3.2	• Develop a scrapbook to synthesize plans for a trip to a French speaking country – its museums, theaters, restaurants, etc.
		• **Demonstrate the ability to navigate various aspects of travel in Francophone countries – transportation, hotels, restaurants, shopping, etc.**
	4.2	• **Give examples of cultural activities – museums, theater, restaurants, etc.**
		• **Compare and contrast travel abroad with travel in the United States.**

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	1.1	• **Use knowledge of French phonemes, alphabet, and spelling patterns to pronounce and write French words.**

	Standard	**Standard/Core Competency**
Grammar	**1.2**	• Identify parts of speech – nouns, verbs, subject pronouns, adjectives, adverbs, prepositions and conjunctions.
		• Use articles appropriately (definite, indefinite, singular, plural, feminine, masculine.)
		• Use definite and indefinite articles to determine gender of noun.
		• Use adjectives and verbs with gender and number agreement.
		• Apply basic personal and possessive pronouns/adjectives.
		• Use the correct subject and object pronoun to replace a noun.
		• Use direct and indirect object pronouns.
		• **Conjugate regular ”er,” “ir,” and “re” verbs in present and passé composé.**
		• Conjugate irregular verbs – avoir, être, aller, faire.
		• **Conjugate other irregular verbs as determined by the vocabulary and curriculum context.**
		• Conjugate passé compose with être.
		• Apply comparative/demonstrative adjectives.
		• Use contractions for “à” and “de.”
		• Use demonstrative adjectives.
		• Use quel and tout.
Syntax	**1.1**	• Use question words – (qui, qu'est ce que, quoi) to ask for information.
	1.2	• **Construct affirmative and negative statements.**
		• Make negative statements (ne...pas, ne...plus, ne...personne, ne...rien, ne…jamais, ne...que).
		• Use inversion to form questions; ask and respond with statements.
Listening / Speaking	**1.1**	• **Develop simple questions and respond with simple sentences.**
		• **Respond to simple questions and commands.**
	1.3	• Create and perform skits and dialogues.

	Standard	Standard/Core Competency
Reading / Writing	**1.1**	• **Read simple passages aloud using correct pronunciation and intonation patterns.**
		• Write short paragraphs (3-5 sentences) demonstrating correct word placement and grammar.
		• **Use vocabulary words to write sentences.**
	1.2	• Utilize a language dictionary to complete simple translations.
		• Write simple sentences in response to questions.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
French I: *Passport to the World of French Speakers*

Culture and Communications

	Standard	Standard/Core Competency
Daily Living	**1.1**	• Use basic vocabulary for greetings/salutations, likes/dislikes, time/calendar/months/days and weather.
		• Apply formal and informal ways to address people in everyday conversation (tu, vous).
		• **Describe self and others, including family.**
		• **Describe a schedule of daily life.**
		• Tell time and use time related vocabulary in applied settings.
		• Use basic vocabulary to describe a meal and a table setting.
		• Identify food of French origin, items on a menu, and simulate ordering a meal.
		• **Respond appropriately to everyday commands and questions.**
	1.3	• Describe leisure activities typical to French-speaking countries.
	3.1	• Given a map of the world, locate continents and countries where French is spoken.
	4.2	• Compare/contrast life in French-speaking countries with life in Milford (school, home, and outside activities.)
	4.2	• Compare/contrast shopping (food, clothing) in French-speaking countries and the United States.
Travel Abroad	**1.1**	• Count from 1-100 in French.
		• Recognize, name and use larger numbers in context.
	1.3	• Demonstrate the ability to use a passport, book a flight, rent a car or check in at a hotel, indicating personal preferences.
		• Navigate through an airport, train station or public transportation system (taxi, metro, bus) and get through customs and immigration.
		• **Create a reasonable budget for a trip abroad and develop a scrapbook to simulate planning for a trip abroad.**
		• Create a skit to demonstrate how to use public transportation to travel in a French-speaking country.
		• Create a skit to demonstrate how to order at a restaurant, and shop at grocery and clothing stores.

	Standard	Standard/Core Competency
Travel Abroad *(continued)*	**2.1**	• Recognize current currencies used in French-speaking countries: Canadian dollar, Euro, etc.
	4.2	• **Compare and contrast travel abroad with travel in the United States.**

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	**1.1**	• **Use knowledge of French phonemes, alphabet, and spelling patterns to pronounce and write French words.**
Syntax	**1.2**	• Make negative statements (ne...pas, ne...plus, ne...personne, ne...rien, ne…jamais, ne...que)
		• **Form questions using question words – (qui, comment, combine de, quand, quoi, que, and qu'est-ce que) using intonation and est-ce que.**
Grammar	**1.2**	• Identifies parts of speech – nouns, verbs, subject pronouns, adjectives, adverbs, prepositions and conjunctions.
		• Use adjectives and nouns with gender and number agreement.
		• Use articles appropriately (definite, indefinite, singular, plural, feminine, masculine).
		• Use the correct subject and upper level pronouns to replace a noun.
		• Apply basic personal and possessive pronouns/adjectives.
		• Use demonstrative adjectives.
		• Apply comparative/demonstrative adjectives.
		• **Conjugate regular "er," "ir," and "re" verbs in present tense and passé composé.**
		• **Conjugate irregular verbs – avoir, être, aller, faire.**
		• Conjugate passé compose with être.
		• Conjugate other irregular verbs as determined by the vocabulary and curriculum context.
		• Use contractions for "à" and "de."
		• Use quel and tout.

	Standard	Standard/Core Competency
Listening/ Speaking	**1.1**	• **Ask simple questions and respond to simple questions and commands.**
	1.3	• **Write dialogues and perform simple skits to demonstrate knowledge of culture, understanding of vocabulary and proper use of grammar and conventions.**
		• Express preferences in basic conversation.
Reading/ Writing	**1.1**	• **Read simple passages aloud using correct pronunciation and intonation patterns.**
	1.2	• Differentiate between literal and figurative meaning of an idiomatic expression.
		• Write short paragraphs describing self and others.
		• **Write simple sentences applying the rules of grammar and word placement.**
		• Utilize a language dictionary to complete simple translations.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
French 1B: *Bienvenue*

Culture and Communications

	Standard	Standard/Core Competency
Sports and Leisure	**1.2**	• Create a menu with varying items and prices.
	1.3	• Apply basic vocabulary to conversations about sports and leisure time activities.
		• **Write a review of a popular restaurant.**
		• Write about the importance of French cuisine to the world of cooking and master chefs.
		• Describe the differences between hotel vs. hotel pension.
		• Write a travel log about a trip to France.
	4.2	• **Compare/contrast teen life in America and Europe including leisure activities and their costs (museums, video games, etc.)**
		• Compare/contrast American football to European football.
School Life	**1.3**	• Apply vocabulary to conversations typical to a school day,
		• **Write short paragraphs describing a typical school day/schedule.**
	4.2	• Compare/contrast an American school day, including leisure activities and social etiquette, with a French school day.
		• Compare/contrast lunch schedules and choices in the US to those in France.
Transportation	**1.1**	• Ask directions to find a location.
		• Simulate the ability to book lodging and order a meal.
		• Apply rules of dining etiquette in a skit.
	1.2	• Demonstrate the ability to read a plane/train/bus/metro schedule.
	1.3	• **Apply basic vocabulary to conversations about travel and transportation and write a short paragraph about a trip taken by train, plane or taxi.**
	3.1	• **Chart a trip on a map of France or a French speaking country.**
	4.2	• Compare/contrast regulations in France for acquiring a license and driving to those in our state.

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	**1.1**	• Use knowledge of French phonemes, alphabet, and spelling patterns to pronounce and write French words
		• **Use typical French patterns of intonation and inflection in speaking.**
Grammar	**1.2**	• **Identify parts of speech – nouns, verbs, subject pronouns, adjectives, adverbs, prepositions and conjunctions.**
		• Use adjectives and nouns with gender and number agreement.
		• Use articles appropriately (definite, indefinite, singular, plural, feminine, masculine).
		• Use definite and indefinite articles to determine gender of noun.
		• Apply basic personal and possessive pronouns/adjectives.
		• Identify and use correct form of possessive adjectives and pronouns.
		• Use direct and indirect object pronouns.
		• Use demonstrative adjectives.
		• **Use the correct form of regular and irregular verbs in the present and passé composé.**
		• Conjugate regular and irregular er, ir and re verbs in the present and passé compose.
		• Conjugate irregular verbs – avoir, être, aller, faire.
		• Conjugate other irregular verbs as determined by the vocabulary and curriculum context.
		• Conjugate passé compose with être.
		• Use contractions for "à" and "de."
		• Use quel and tout.
		• Use the partitive.
Syntax	**1.2**	• Make negative statements (ne...pas, ne...plus, ne...personne, ne...rien, ne…jamais, ne...que)
		• Apply comparative/demonstrative adjectives.
		• Use prepositions in sentences.

	Standard	Standard/Core Competency
Listening/ Speaking	1.1	• Respond to simple questions and commands.
		• **Write dialogues and perform simple skits to demonstrate knowledge of culture, understanding of vocabulary and proper use of grammar and conventions.**
Reading/ Writing	1.1	• **Read simple passages aloud using correct pronunciation and intonation patterns**.
	1.2	• Differentiate between literal and figurative meaning of an idiomatic expression.
		• Utilize a language dictionary to complete simple translations.
		• **Write statements, questions and commands.**
	1.3	• **Write sentences and short paragraphs.**

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
French 2: La Culture Francophone

Culture and Communications

	Standard	Standard/Core Competency
Festivities and Celebrations	**1.1**	• Express likes and dislikes.
	3.1	• Identify different types of French music.
		• Recognize the most important contributions of the humanities.
	3.2	• Connect the arts to festivities and celebrations in the French speaking world.
	4.2	• Compare/contrast different festivities and celebrations throughout the French speaking world.
		• **Demonstrate the relationship between present day traditions and customs and their historical and/or religious origins.**
		• Investigate a festivity or celebration; create an artifact and explain its significance.
		• **Compare/contrast the festivities and celebrations in the French speaking world with those in the United States.**
Careers, Media and Me	**1.3**	• Discuss similarities and differences between the socialized healthcare systems of France and Canada and our healthcare system, including emergency medical systems.
		• **Navigate through the fast changing world of telecommunications and draw conclusions about its effects on global communications.**
		• Give examples of the challenges and conveniences in using mass transportation systems.
		• Simulate the ability to make bank and postal transactions.
		• **Give examples of regional French cuisine and prepare a French meal or dish.**
		• Make judgments about the influence of French cuisine on French culture and fine dining across the world.
	4.2	• **Compare/contrast the cultural influences of fashion, entertainment, religion, and social activities with those typical to contemporary American youth culture.**
		• **Compare/contrast American and French systems of driving. (responsibility of car ownership, auto route infrastructure, international driver requirements)**.
		• Compare clothing styles typical in the United States to those in French speaking cultures

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	**1.1**	• Apply rules of phonics and spelling to listening, reading, and writing.
Syntax	**1.2**	• Form questions from statements.
		• Form questions using est-ce que and inversion and use proper intonation when asking questions.
		• Write complete sentences using correct word order.
Grammar	**1.2**	• **Conjugate verbs in le passé compose, l'imparfait, le futur simple and le conditionnnel.**
		• When conjugating verbs in the passé compose, choose avoir or être as appropriate.
		• Conjugate verbs in the conditional and apply in "si" clauses.
		• Conjugate irregular verbs as determined by vocabulary and curriculum context.
		• Use reflexive verbs.
		• Use venir with prepositions as appropriate / venir de with an infinitive.
		• Use the negative as a subject (Personne ne…; rien ne…).
		• Use relative pronouns qui and que correctly.
		• **Use object pronouns correctly and use more than one object pronoun in a sentence.**
		• Use demonstrative pronouns – ce, cet, cette, ces.
		• Apply interrogative and relative pronouns.
		• Use expressions of time.
Listening/ Speaking	**1.1**	• **Apply vocabulary and conventions in spontaneous conversation.**
	1.3	• ***Write dialogues and perform simple skits to demonstrate knowledge of culture, understanding of vocabulary and proper use of grammar and conventions.***
		• Express preferences in basic conversation.
Reading/ Writing	**1.1**	• Read simple passages aloud using correct pronunciation and intonation patterns.
		• ***Read and write sentences and short paragraphs.***
	1.2	• Give examples of when direct translation detracts from meaning.
		• Write sentences to answer questions.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
French 3: Les Connections

Culture and Communications

	Standard	Standard/Core Competency
Global Understanding	2.1	• Compare/contrast similarities and differences among the dialects of the French speaking world.
		• Role play the social rules of etiquette in France.
		• **Discuss the significance of cultural communication norms applied in personal and business settings.**
	2.2	• Investigate the difference between rural and urban life.
	3.1	• **Give examples of the social and economic diversity within the French speaking world.**
		• **Research factors affecting the spread of the French language throughout the world.**
	3.2	• Investigate and report the academic requirements for different careers in French-speaking countries.
	4.1	• Compare and contrast French traditions with their American counterparts.
Arts and Entertainment	2.2	• **Give examples of the impact that the fine arts and entertainment have made in French societies**
	3.1	• **Investigate artistic movements in French history.**
	3.2	• Critique the works of particular "giants" of French art forms.
	4.2	• **Compare and contrast trends in the arts and entertainment in France with those in the United States.**
	5.2	• Appreciate the variety of music and dance forms.
		• Explore the film making process using iMovie.
Legends and Traditions	1.3	• **Summarize stories and legends with skits or other dramatic presentations.**
		• **Describe characters from stories and legends.**
		• **Create an original legend or tradition incorporating a moral.**
		• **Write an original comptine that shows the legend or tradition.**
	2.1	• Read legends, stories and poetry from French speaking cultures.
	4.1	• Compare/contrast the settings of stories with their own community/lives.
	4.2	• Connect stories and legends to their historical and/or cultural roots.

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	**1.2**	• Apply rules of phonics to read and write.
Etymology	**1.2**	• Present multiple perspectives on the value and limitations of translations.
		• Identify Latin roots and affixes and apply to determine the meaning of words.
Grammar	**1.2**	• **Conjugate and correctly apply regular and irregular verbs in the indicative, passé compose, l'imparfait, le conditionnel, le futur simple and subjunctive mood.**
		• Correctly apply venir de + infinitive.
		• Recognize le passé simple in reading.
		• Use depuis , depuis combien de temps and depuis quand to express time.
		• **Use the correct subject and object pronouns to replace a noun.**
		• Use the pronouns "y" and "en".
		• Use indefinite pronouns "celui" and "lequel".
		• Use adverbs in their correct form.
Syntax	**1.2**	• Form questions using est-ce que and inversion and use proper intonation when asking questions.
		• Form sentences and questions with correct word order.
Listening/ Speaking	**1.1**	• Apply vocabulary and conventions in spontaneous conversations with peers.
		• Express preferences in basic conversation.
	1.3	• Speak for a specific audience and purpose.
		• *Write dialogues and perform skits to demonstrate knowledge of culture, understanding of vocabulary, and proper use of grammar and conventions.*
		• **Use appropriate expression to show the mood and tone in conversation, skits and stories.**
Reading / Writing	**1.2**	• Read passages aloud with proper pronunciation, intonation and phrasing.
		• Read and write in various genres.
		• Begin to read without translation.
		• Determine the meaning of words from context.
.		• Make connections between what is read and one's background knowledge.

	Standard	Standard/Core Competency
Reading / Writing *(continued)*	**1.2**	• Apply literary elements – simile, metaphor, symbolism, theme, etc., to analyze literature.
	1.3	• Write simple stories and skits for a specific audience and purpose.
		• **Write a paragraph in response to a question or prompt.**

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Advanced Topics in French: History

Culture and Communications

	Standard	Standard/Core Competency
History of France	3.1	• Create a timeline of major periods and events in French history from prehistoric times through World War 2.
		• Give examples of the influences of ancient civilizations and nomadic peoples on growth and development in France.
		• Draw conclusions about how geography and settlement patterns affected the development of the French language.
		• **Compare and contrast the power and influence of various religious and political leaders on the history of France. (Vercingetorix, Charlemagne, Philippe Francois I, Philippe LeBel, Louis IX, Louis XIV, Louis XVI, Napolean, Robespierre, Richilieu, Mazarin…)**
		• Give examples of how the alliances and power struggles between church and state influenced the lives of people.
	3.2	• Give examples of the significant contributions of French artists and inventors during the Renaissance.
The French Revolution	3.1	• Make inferences about the relative importance of events leading up to the French revolution and Bastille Day.
		• Tell the story of the "reign of terror."
		• Compare modern Day Bastille Day celebration rituals with our Independence Day (4th of July) celebrations.
	3.2	• Compare/contrast the causes and consequences of the French Revolution and the American Revolution.
		• **Compare the representation of the French revolution in Les Miserables with other recounts of the events.**
La Colonization Francaise	2.1	• Give examples of historical and cultural events and attractions in modern day Montreal and Quebec.
		• Give examples of how Parisian French and Canadian French differ, and discuss why this happened.
	3.1	• Locate French colonies on a map of the world.
	3.2	• Draw conclusions about how colonization affected the spread of the French language.
		• **Compare/contrast when and why French colonies developed in North America, Africa, the Caribbean and Polynesia and Indochina.**

	Standard	Standard/Core Competency

War and Conflict	3.1	• Research the causes and consequences of:
		  - the 100 Year's War,
		  - the French and Indian War,
		  - the Franco Prussian War,
		  - World War 1,
		  - World War 2.

		• Debate how wars and conflicts have affected French speaking peoples.

		• Research modern day conflicts and provide causes and consequences from the French point of view:
		  - French Algerian War,
		  - Vietnam,
		  - Iran,
		  - Bosnia,
		  - Iraq.

	3.2	• **Give examples of heroes in French history and cite their contributions.**
		• **Choose a conflict and write an essay about the significance and magnitude of its political, social and economic impact.**
		• Debate the status of modern day French-American alliances/relations.

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	5.1	• **Apply rules of pronunciation, intonation and phrasing in conversations and when reading aloud.**
Etymology	4.1	• Identify Latin roots and affixes and apply to determine the meaning of words.
		• Discuss how language is founded and how and why it evolves over time.
		• Present multiple perspectives on the value and limitations of translations.
Grammar	1.2	• **Apply rules of grammar and spelling to conversations, debates and reading and writing assignments.**
		• Ensure subject-verb agreement, pronoun-antecedent agreement and noun-adjective agreement.

	Standard	Standard/Core Competency
Grammar *(continued)*	1.2	• **Conjugate regular and irregular verbs in the indicative, passé compose, imparfait, conditionnel, past conditionnel, future simple, subjunctive, past subjunctive and passé simple.**
Syntax	1.2	• Place words in their correct order when writing and speaking.
		• **Combine sentences using appropriate conjunctions and verb tenses.**
Listening/ Speaking	1.3	• **Debate ideas and share viewpoints.**
		• Discuss ideas and topics in French.
		• Answer questions with multiple sentence responses.
		• Role play a famous historical figure and respond to questions through his/her viewpoint.
	5.1	• *Write and perform skits to demonstrate knowledge of grammar, conventions and vocabulary.*
Reading/ Writing	1.2	• Read without translation.
		• Determine the meaning of words from context.
		• Write paragraphs and essays to summarize ideas.
	1.3	• Research a topic in history (multiple sources), develop a thesis and write a five paragraph paper.
		• **Present an opinion verbally and in writing.**
	3.2	• Make connections between events in French history and events in World and American history.
	5.1	• Make predictions, draw conclusions, analyze and synthesize information presented in a variety of French texts and literature.
		• **Read about history and culture in media written in French (print and online resources.)**
		• **Compare/contrast various viewpoints to develop personal opinions about issues and events.**

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Advanced Topics in French: Literature and the Arts

Culture and Communications

	Standard	Standard/Core Competency
La Literature Francophone	**1.2**	• Write a biography of a famous French speaking author.
	1.3	• **Read the Fables of Fontaine and create a picture book with a simplified version of a fable.**
	5.2	• **Read and analyze fiction and non-fiction stories in a variety of genres from French speaking countries.**
		• Read and analyze poetry and plays.
		• Read works from existentialist writers and analyze to distinguish characteristics of this genre.
Les Grands Écrivians	**3.2**	• Read or view a production of famous dramas and comedies.
		• **Analyze famous important works of poetry or song lyrics and make judgments about their significance.**
	5.2	• **Read and interpret stories written by famous French authors.**
		• **Place the writings of French philosophers in their historical context and draw conclusions about the relevance of their ideas today.**
		• Read and anlyze selections in literature by authors such as Corneille, Racine, Moliere, Sartre, Camus and Ionesco.
		• Read a novel in its entirety.
Literature Moderne	**3.2**	• Read and analyze stories and excerpts from novels written in the 21st century.
	4.2	• Critique French advertisements and make inferences about their influence and their intended audience.
		• Compare current events written from a French perspective with those in American media.
		• **Follow a news story over time in French media, summarize the events.**

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	**1.1**	• Apply rules of pronunciation, intonation and phrasing in conversations and when reading aloud.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Advanced Topics in French: Literature and the Arts

	Standard	**Standard/Core Competency**
Etymology	**1.2**	• Present multiple perspectives on the value and limitations of translations.
	4.1	• Identify words in English that have French origins and words in French that have American origins.
		• Apply knowledge of the history of language to determine meaning of words.
Grammar	**1.2**	• **Apply rules of grammar and spelling to conversations and reading and writing assignments.**
		• **Ensure subject-verb agreement, pronoun-antecedent agreement and noun-adjective agreement.**
		• **Conjugate regular and irregular verbs in the indicative, passé compose, imparfait, conditionnel, past conditionnel, future simple, subjunctive, past subjunctive, and passé simple.**
		• Use the correct form of subject, object and possessive pronouns.
Syntax	**1.2**	• Combine sentences using appropriate conjunctions and verb tenses.
Listening/ Speaking	**1.1**	• Discuss works of literature in French.
	1.3	• *Write and perform skits to demonstrate knowledge of grammar, conventions and vocabulary.*
		• Speak and write for a specific purpose and audience.
		• Present an opinion orally and in writing.
		• Answer questions with multiple sentence responses.
Reading/ Writing	**1.2**	• Read without translation.
		• Determine the meaning of words from context.
		• Read and interpret information from a variety of print and online resources.
		• Use appropriate literary terms to discuss and analyze literature.
	1.3	• **Write paragraphs and essays to summarize ideas.**
		• Respond to editorials and critiques of literature and film.
		• Explain the significance of the use of satire, irony or humor to convey a message.
		• **Write a five paragraph critical analysis of a selected piece of literature.**

	Standard	Standard/Core Competency
Reading/ Writing *(continued)*	**3.2**	• **Make predictions, draw conclusions, analyze and synthesize information presented in a variety of French texts and literature.**
	4.2	• Compare/contrast various literary, film and theatrical interpretations of stories.
	5.2	• **Provide evidence from text of various stylistic (simile, metaphor, onomatopoeia, alliteration, hyperbole…) and literary (symbolism, theme, character/problem/solution…) techniques.**
		• Place works of French literature in their historic and geographic context.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Spanish Grade 7: *Welcome to the World of Spanish Speakers*

Culture and Communication

	Standard	Standard/Core Competency
Daily Living	1.1	• Use basic vocabulary for greetings/salutations, likes/dislikes, and time/calendar/months/days/weather.
		• Apply formal and informal ways to address people to everyday conversation.
		• **Describe self and others, including family.**
		• Count from 1-100.
		• **Tell time, date, month, day of week.**
		• Apply basic vocabulary for weather in everyday settings.
		• Describe a schedule of daily life.
	1.3	• Identify school supplies and create skits to simulate purchasing them.
		• Use basic vocabulary to describe a meal.
		• Identify items on a menu and simulate ordering a meal from a Hispanic restaurant.
	3.1	• **Given a map of the world, locate continents and countries where Spanish is spoken.**
		• Express location and direction.
		• Label important geopolitical features on a map of a Spanish speaking country.
	4.2	• Compare/contrast family and friend relationships in Spanish speaking countries with those in their daily lives.
		• **Compare/contrast life in Spanish speaking countries with life in Milford (school, home, outside activities.)**

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	1.1	• **Use knowledge of Spanish phonemes, alphabet, and spelling patterns to pronounce and write Spanish words.**
Grammar	1.2	• Identify parts of speech – nouns, verbs, subject pronouns, adjectives, adverbs, prepositions and conjunctions.
		• Use articles appropriately (definite, indefinite, singular, plural, feminine, masculine).
		• Use adjectives and nouns with gender and number agreement.
		• Use the correct subject and object pronoun to replace a noun.

	Standard	Standard/Core Competency
Grammar *(continued)*	1.2	• Apply personal and possessive pronouns/adjectives.
		• **Conjugate regular verbs (-ar, -er, -ir) and irregular verbs in the present indicative including reflexive verbs.**
		• **Conjugate stem changing verbs and irregular verbs in the present indicative.**
Syntax	1.2	• **Use question words – (quién, qué, dónde, adónde, cómo, cuánto, cuándo, cuánto(s)/as), por qué).**
		• Construct affirmative and negative statements.
Listening/ Speaking	1.1	• **Respond appropriatelyto simple questions and commands.**
	1.3	• Use vocabulary in simple dialogues and conversations.
Reading/ Writing	1.2	• Utilize a language dictionary to complete simple translations.
	1.3	• **Write dialogue and perform skits to show understanding of vocabulary and proper use of grammar and conventions.**
		• Write paragraphs describing self and others.
		• Write sentences to answer questions.
		• **Write simple sentences to apply rules of word placement and grammar.**
		• Use vocabulary words to write sentences.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Spanish Grade 8: *Welcome to the World of Spanish Speakers*

Culture and Communications

	Standard	Standard/Core Competency
Travel Abroad	**1.1**	• Tell time and use time-related vocabulary in applied settings.
		• **Describe weather and seasons.**
		• Identify foods of Spanish origin.
		• Shop for food/clothing.
		• Identify foods of Spanish origins.
		• Count from 1-100 in Spanish.
		• Recognize and use larger numbers in context.
	1.3	• Create skits to demonstrate how to order at a restaurant.
		• Barter in simulated commercial settings.
		• **Create skit to demonstrate how to use public transportation to travel in a Spanish-speaking country.**
		• Communicate preferences in room selection, the ability to reserve a room, how to check in and check out of a hotel
		• **Create skits to demonstrate shopping at grocery and clothing stores.**
		• Create a clothing catalog to demonstrate understanding of items of clothing, difference in sizes and cost.
	2.1	• Apply current currencies used in Spanish speaking countries (euros, pesos, bolivares, quetzales, lempiras) in simulations.
	3.1	• Label important geopolitical features on a map of a Spanish speaking country.
	3.2	• **Demonstrate the ability to navigate various aspects of travel in Spanish-speaking countries (Transportation, hotels, restaurants and shopping).**
		• Develop a scrapbook to simulate plans for a trip to a Spanish speaking country,its mueums, theaters, restaurants, etc.
	4.2	• **Compare and contrast travel abroad with travel in the United States.**

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Spanish Grade 8: *Welcome to the World of Spanish Speakers*

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	**1.2**	• **Use knowledge of Spanish phonemes, alphabet, and spelling patterns to pronounce and write Spanish words.**
Grammar	**1.2**	• Identify parts of speech – nouns, verbs, subject pronouns, adjectives, adverbs, prepositions and conjunctions.
		• Use articles appropriately (definite, indefinite, singular, plural, feminine, masculine).
		• Use adjectives and nouns with gender and number agreement.
		• Use the correct subject and object pronoun to replace a noun.
		• Apply personal and possessive pronouns/adjectives.
		• Direct and indirect object pronouns.
		• Demonstrative adjectives while using the target language.
		• **Apply use of comparative/superlative adjectives.**
		• **Conjugate regular verbs (-ar, -er, -ir) in the present indicative and preterite including reflexive verbs.**
		• **Conjugate stem changing verbs in the present indicative and present progressive.**
		• Conjugate irregular verbs in the present indicative.
		• **Conjugate other irregular verbs as determined by vocabulary and curriculum context.**
Syntax	**1.2**	• Use question words – (quién, qué, dónde, adónde, cómo, cuánto, cuándo, cuánto(s)/as, por qué).
		• **Construct affirmative and negative statements.**
Listening/ Speaking	**1.1**	• Respond to simple questions and commands.
		• **Develop simple questions and respond with simple answers.**
		• Create and perform skits and dialogues.
Reading/ Writing	**1.2**	• **Read simple passages aloud using correct pronunciation and intonation patterns.**
		• Utilize a language dictionary to complete simple translations.
		• Write sentences to apply rules of word order and grammar.
		• **Write descriptive paragraphs.**
		• Use vocabulary words in sentences.
		• Write sentences to answer questions.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Spanish I: *Passport to the World of Spanish Speakers*

Culture and Communications

	Standard	Standard/Core Competency
Daily Living	1.1	• Use basic vocabulary for greetings/salutations, likes/dislikes, time/calendar/months/days and weather.
		• Apply formal and informal ways to address people to everyday conversations.
		• **Describe self and others, including family.**
		• Tell time and use time-related vocabulary in applied settings.
		• **Describe a schedule of daily life.**
		• Use basic vocabulary to describe a meal and identify foods and table settings of Spanish origins.
	1.1	• **Respond correctly to everyday commands and questions.**
	1.2	• Identify items on a menu and simulate ordering from a Hispanic restaurant.
	1.3	• Describe leisure activities typical to Spanish speaking countries.
	3.2	• Given a map of the world, locate continents and countries where Spanish is spoken.
	4.2	• Compare/contrast life in Spanish speaking countries with life in Milford (school, home, outside activities.)
Travel Abroad	1.1	• Count from 1-100 in Spanish.
		• Recognize, name and use larger numbers in context.
	1.3	• Demonstrate the ability to use a passport, book a flight, rent a car or check in at a hotel indicating personal preferences.
		• Navigate through an airport, train station, bus station or public transportation system and get through customs and immigration.
		• Create skits to demonstrate how to use public transportation to travel in a Spanish-speaking country.
		• **Create skit to demonstrate how to order at a restaurant and shop at a grocery or clothing store.**
		• Create a clothing catalog to demonstrate understanding of items of clothing, difference in sizes and cost.
		• **Create a reasonable budget for a trip abroad and develop a scrapbook to simulate planning for a trip to a Spanish speaking country.**

	Standard	Standard/Core Competency
Travel Abroad *(continued)*	**2.1**	• Recognize current currencies used in Spanish speaking countries: euros, pesos, bolivares, quetzales, lempiras.
	3.2	• Label important geopolitical features on a map of a Spanish speaking country.
	4.2	• Compare and contrast shopping (food, clothing) in Spanish speaking countries with shopping in the United States. (bartering)
		• **Compare and contrast travel abroad with travel in the United States.**

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	**1.1**	• **Use knowledge of Spanish phonemes, alphabet, and spelling patterns to pronounce and write Spanish words.**
Syntax	**1.2**	• Construct affirmative and negative statements.
		• Use question words – (quién, qué, dónde, adónde, cómo, cuánto, cuándo, cuánto(s)/as), por qué).
Grammar	**1.2**	• Identify parts of speech – nouns, verbs, subject pronouns, adjectives, adverbs, prepositions and conjunctions.
		• Use articles appropriately (definite, indefinite, singular, plural, feminine, masculine).
		• Apply personal and possessive pronouns/adjectives.
		• Use the correct subject and object pronoun to replace a noun.
		• Use adjectives and nouns with gender and number agreement.
		• Identify and properly use demonstrative adjectives.
		• Apply comparative/demonstrative adjectives.
		• **Conjugate regular verbs (-ar, -er, -ir) and irregular verbs in the present indicative and preterite including reflexive verbs.**
		• **Conjugate stem-changing verbs in the present indicative.**
Listening/ Speaking	**1.1**	• **Ask simple questions and respond to simple questions and commands.**
	1.3	• **Write and perform simple skits to demonstrate knowledge of culture, understanding of vocabulary, and proper use of grammar and conventions.**
		• Express preferences in basic conversation.

	Standard	Standard/Core Competency
Reading/ Writing	**1.1**	• **Read simple passages aloud using correct pronunciation and intonation patterns.**
	1.2	• Differentiate between literal and figurative meaning of an idiomatic expression.
		• Write paragraphs describing self and others.
		• Write sentences to answer questions.
		• **Write simple sentences to apply rules of word placement and grammar.**
		• Use vocabulary words to write sentences.
		• Utilize a language dictionary to complete simple translations.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Spanish 1B: Bienvenidos

Culture and Communications

	Standard	Standard/Core Competency
Sports and Leisure	1.2	• Apply basic vocabulary to conversations about sports and leisure time activities.
	1.3	• **Write a review of a popular restaurant.**
		• Write a travel-log about a trip to Spain.
	2.1	• **Discuss the importance of soccer as national sport in various countries.**
		• Create a menu with varying items and prices.
	3.1	• Write about the importance of Spanish cuisine in the United States.
	4.2	• **Compare/contrast teen life in the United States and Spain including leisure activities (costs, museums, video games.)**
		• Compare/contrast American leisure activities to leisure activities typical in Spain (museums, video games.)
School Life	1.1	• Apply vocabulary to conversations typical to a school day.
	1.3	• **Write short paragraphs describing a typical school day/schedule.**
	4.2	• Compare/contrast an American school day with a school day in Spain and leisure activities (including social etiquette).
		• Compare/contrast school and social etiquette in the US to etiquette in Spanish-speaking countries.
		• Compare/contrast lunch schedules and choices in the US to those in Spanish-speaking countries.
Transportation	1.1	• Ask for basic directions to find a location.
		• Simulate the ability to book lodging and order a meal.
	1.2	• **Apply basic vocabulary to conversations about travel and transportation and write a short paragraph about a trip taken by train, plane or taxi.**
		• Demonstrate the ability to read a plane/train/bus/metro schedule.
		• Read a map of Spain or a Spanish speaking country.
		• Write a review of a Spanish restaurant.
	2.1	• Apply rules of dining etiquette in a skit.
	3.1	• **Chart a trip on a map of Spain or a Spanish speaking country.**
	4.1	• Compare/contrast regulations in Spanish-speaking countries for acquiring a license and driving to those in our state.

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	**1.2**	• Use knowledge of Spanish phonemes, alphabet, and spelling patterns to pronounce and write Spanish words.
		• **Use typical Spanish patterns of intonation and inflection in speaking.**
Grammar	**1.2**	• **Identify parts of speech – nouns, verbs, subject pronouns, adjectives, adverbs, prepositions and conjunctions.**
		• Use adjectives and nouns with gender and number agreement.
		• Use definite and indefinite articles to determine gender of noun.
		• Use articles appropriately (definite, indefinite, singular, plural, feminine, masculine.)
		• Apply personal and possessive pronouns/adjectives.
		• Identify and use correct form of possessive adjectives and pronouns.
		• **Identify direct and indirect object pronouns in a sentence.**
		• Identify and properly use demonstrative adjectives.
		• Apply comparative/demonstrative adjectives.
		• Use the correct form of regular and irregular verbs in the present and past.
		• Use infinitive form of verbs in a sentence.
		• **Conjugate regular verbs (-ar, -er, -ir) in the present indicative and past including reflexive verbs.**
		• **Conjugate stem changing verbs in the present indicative.**
		• **Conjugate irregular verbs in the present indicative.**
Syntax	**1.2**	• Construct affirmative and negative statements.
		• Use question words – (quién, qué, dónde, adónde, cómo, cuánto, cuándo, cuánto(s)/as, por qué).
		• Use prepositions in sentences.
Listening/ Speaking	**1.2**	• Develop simple questions and respond with simple sentences.
	1.3	• ***Write and perform simple skits to demonstrate knowledge of culture, understanding of vocabulary, and proper use of grammar and conventions.***

	Standard	Standard/Core Competency
Reading/ Writing	**1.1**	• **Read simple passages aloud using correct pronunciation and intonation patterns.**
	1.2	• Utilize a language dictionary to complete simple translations.
		• **Write sentences and short paragraphs.**
		• **Write statements, questions, and commands.**

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Spanish 2: La Cultura Hispana

Culture and Communications

	Standard	Standard/Core Competency
Festivities and Celebrations	2.2	• Investigate a festivity or celebration; create an artifact and explain its significance.
		• Identify different types of Latin music.
		• Compare and contrast Spanish traditions with their American counterparts.
	3.1	• Identify the most important contributions of the humanities: art and music.
	3.2	• Connect the arts to festivities and celebrations in the Spanish speaking world.
		• Request Spanish foods during a festivity or a celebration.
		• Express likes and dislikes.
		• **Compare/contrast the festivities and celebrations in the Spanish speaking world with those in the United States.**
	4.2	• Compare/contrast different festivities and celebrations throughout the Spanish speaking world.
		• **Demonstrate the relationship between present day traditions and customs and their historical and/or religious origins.**
Careers, Media and Me	1.3	• **Compare/contrast the cultural influences of various entertainment media with those typical to contemporary American youth culture media and their influence on people's lives.**
		• **Navigate through the fast-changing world of telecommunications and draw conclusions about its effects on global communication**.
	2.2	• Describe similarities and differences in clothing styles and accessories in Spanish speaking countries and compare to styles typical to the United States.
		• **Give examples of regional Latin American cuisine and prepare a meal or dish.**
	3.1	• Expand working knowledge of transportation systems.
		• Give examples of the challenges and conveniences in using mass transportation systems.
		• Simulate the ability to make bank and postal transactions.
	3.2	• Make judgments about the influence of Latin American cuisine on culture and fine dining around the world.

	Standard	Standard/Core Competency
Careers, Media and Me *(continued)*	**4.2**	• Compare/contrast American and other systems of driving. (responsibility of car ownership, auto route infrastructure, international driver requirements.)
		• Simulate the use of an emergency medical system in a Spanish speaking country.

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	**1.2**	• Apply rules of phonics and spelling to listening, reading and writing.
Syntax	**1.2**	• Form questions from statements.
	1.3	• Write complete sentences using correct word order.
Grammar	**1.2**	• **Apply the rules that govern proper application of the preterite and imperfect tenses.**
		• Employ stem changing verbs in the preterite and imperfect tenses.
		• Employ reflexive verbs in the present indicative and preterite tenses.
		• Use the present progressive to describe ongoing activities.
		• **Express like and dislikes through verbs which take indirect objects: gustar, interesar, enojar, molestar, encantar and others.**
		• **Utilize direct and indirect object pronouns.**
		• Use comparative and superlative degrees of adjectives and adverbs.
Listening/ Speaking	**1.1**	• **Apply vocabulary and conventions in spontaneous conversation.**
	1.3	• **Write and perform simple skits to demonstrate knowledge of culture, understanding of vocabulary, and proper use of grammar and conventions.**
		• Express preferences in basic conversation.
Reading/ Writing	**1.2**	• Read simple passages aloud using correct pronunciation and intonation patterns.
		• ***Read and write sentences and short paragraphs.***
		• Give examples of when direct translation detracts from meaning.
		• Write sentences to answer questions.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Spanish 3: Conexiones

Culture and Communications

	Standard	Standard/Core Competency
Global Understanding	3.1	• Compare/contrast the similarities and differences among the dialects of the Spanish-speaking world.
		• Role play the social rules of etiquette and social customs.
		• Investigate and report the academic requirements for different careers in Spanish-speaking countries.
		• **Give examples of the social and economic diversity in the Spanish speaking world.**
		• Investigate the differences between rural and urban life.
	4.1	• **Research issues involving the impact of the Spanish language around the world.**
		• **Discuss the significance of cultural communication norms as applied in personal and business settings.**
Arts and Entertainment	4.1	• **Give examples of the significance of fine arts and entertainment in Spanish societies.**
		• Investigate artistic movements in Spanish history
		• **Critique the works of particular "giants" of Spanish art forms.**
		• Appreciate the variety of music and dance forms.
		• **Compare/contrast trends in the arts and entertainment in the Spanish-speaking world with those in the United States.**
Legends and Traditions	1.3	• **Summarize stories and legends with skits and dialogues or other dramatic presentations.**
		• **Describe characters from stories and legends.**
	2.1	• Read legends and stories from Spanish speaking cultures and describe their characters.
	4.1	• Compare/contrast the settings of stories with their own community/lives.
		• Apply literary elements – simile, metaphor, symbolism, theme, etc. to analyze stories.
	4.2	• Connect stories and legends to their historical and/or cultural roots.
	5.2	• Create an original legend or story in which the moral of the story is included/evident.

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	**1.2**	• Apply rules of phonics to read and write.
		• Identify real cognates and false cognates and use them properly.
Grammar	**1.2**	• **Conjugate and correctly apply regular and irregular verbs in the preterite, imperfect, conditional, future, present perfect and present subjunctive tenses.**
		• Express affirmative and negative commands (imperative/ command tense.)
		• Use the comparative and superlative degrees of adjectives and adverbs.
		• Employ idiomatic expressions such as: "acabar de," "tener", etc.
		• **Use the correct subject and object pronouns to replace a noun.**
		• Demonstrate the use of the passive and impersonal constructions with "se."
Listening/ Speaking	**1.2**	• Engage in spontaneous conversations with peers.
		• **Speak for a specific audience and purpose.**
	1.3	• *Write dialogues and perform simple skits to demonstrate knowledge of culture, understanding of vocabulary and proper use of grammar and conventions.*
		• **Use appropriate expressions to show the mood, tone and idioms in conversations, skits, dialogues and stories.**
Reading/ Writing	**1.2**	• Read passages aloud with proper pronunciation, intonation and phrasing.
		• Read and write in various genres.
	1.3	• Write simple stories, skits and dialogues for a specific audience and purpose.
		• **Write a paragraph in response to a question or prompt**.
		• Begin to read without translation.
		• Determine the meaning of words from context.
	3.2	• Make connections between what is read and one's background knowledge.
	4.1	• Apply literary elements – simile, metaphor, symbolism, theme, etc., to analyze literature.

Culture and Communications

	Standard	Standard/Core Competency
Ancient Civilizations	3.1	• Sequence events in the development and decline of ancient civilizations.
		• **Construct a timeline of Latin American history from ancient civilizations to current day events.**
		• Locate ancient civilizations on a map of Latin America.
		• **Compare and contrast the contributions of the Incas, Aztecs, Mayans, Toltecs and Caribbean early societies.**
		• Research and draw conclusions about the effects of European exploration on the development of culture and language in what is now Latin America.
		• Relate the contributions of ancient civilizations to modern day economic and cultural traditions in Latin American countries.
Mexican-American Relations	3.1	• **Give examples of the socio-economic exchanges between Mexico and the United States in past and recent history.**
	3.2	• Debate the causes and consequences of the Mexican American War from both the Mexican and United States perspectives.
		• Explain the evolution of the physical and political boundaries between the United States and Mexico.
	4.2	• Discuss current laws and court cases dealing with immigration and naturalization.
	5.1	• Delineate the steps to get a passport and a visa and the reasons why passports and visas are necessary.
From Rural to Urban	3.1	• Trace the development of Latin American countries from agrarian-based economies to urbanization.
		• Discuss how climate and natural resources in Latin American countries have influenced how people live and work and where they live (settlement patterns as nations developed.)
		• **Evaluate the similarities and differences among monarchies, dictatorships and democracies and their effects on the political and economic stability of Latin American countries.**
		• Give examples of the positive and negative impact of urbanization.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Advanced Topics in Spanish: History of Latin America

	Standard	Standard/Core Competency
Latin America Today	2.2	• **Develop a travel brochure to entice tourists to visit a Latin American attraction.**
		• Research and present information about "los Parques Nacionales" and the impact of "ecoturism "on people's lives and the economies of Latin American nations.
		• **Give examples of Latin American influences on modern day United States culture.**
		• Research and report on foods indigenous to Latin America.
	3.2	• Discuss the influences of the Spanish Civil War on Spanish speaking countries across the globe. (Ernest Hemingway – <u>For Whom the Bell Tolls)</u>
		• Draw conclusions about the availability of natural resources, especially natural gas and oil, wood and fish, in Latin American countries and their impact on the global economy.
		• Analyze information about present day political conditions in Latin America.
		• **Write a persuasive essay about a relevant modern day issue/current event regarding the relationship between the United States and a Latin American country.**
		• **Write biographies of famous Latin Americans (present day and recent past): Che Guevara, Fidel Castro, Hugo Chavez, Cesar Chavez, Daniel Ortega, Eva Peron, Violeta Chamorra, Mireya Moscoso, Roberta Manchu.**

Grammar and Linguistics

		Standard/Core Competency
Phonology	1.2	• **Apply rules of pronunciation, intonation and phrasing in conversations and when reading aloud.**
Etymology	1.2	• Compare and contrast the value and limitations of translations.
	4.1	• Identify real and false cognates and use properly.
		• Discuss how language is founded and how and why it evolves over time.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Advanced Topics in Spanish: History of Latin America

	Standard	Standard/Core Competency
Grammar	**1.2**	• **Apply rules of grammar and spelling to conversations, debates and reading and writing assignments.**
		• Employ properly subject-verb agreement, pronoun-antecedent agreement and noun-adjective agreement.
		• **Conjugate regular and irregular verbs in the preterite, imperfect, conditional, future, present perfect and present subjunctive.**
		• **Apply the use of the imperfect subjunctive and pluperfect tenses.**
		• Use the correct form of subject, object and possessive pronouns.
		• Employ idiomatic expressions such as "acabar de," "tener", etc.
		• Use the comparative and superlative degrees of adjectives and adverbs.
		• Express affirmative and negative informal commands (imperative/command tense).
		• Demonstrate the use of passive and impersonal "se" constructions.
Syntax	**1.2**	• Place words in their correct order when writing and speaking.
		• Combine sentences using appropriate conjunctions and verb tenses.
Listening/ Speaking	**1.3**	• Answer questions with multiple sentence responses.
		• Debate ideas and share viewpoints.
		• Discuss ideas and topics in Spanish.
	5.1	• ***Write and perform dialogues to demonstrate knowledge of grammar, conventions and vocabulary.***
Reading / Writing	**1.2**	• Read and understand without translation.
		• Determine the meaning of words from context.
		• Write paragraphs and essays to summarize ideas.
	1.3	• **Role play a famous historical figure and respond to questions through his/her viewpoint.**
		• Present an opinion verbally and in writing.

	Standard	Standard/Core Competency
Reading / Writing *(continued)*	**3.2**	• Make connections between events in Latin American history and events in world and United States history.
	5.1	• Read about history and culture in media written in Spanish.
		• Respond to editorials and critiques of literature and film.
		• **Make predictions, draw conclusions, analyze and synthesize information presented in a variety of Spanish texts and literature.**

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Advanced Topics in Spanish: Literature and the Arts

Culture and Communications

	Standard	Standard/Core Competency
Early Literature	3.1	• Place famous works of literature composed in Spanish in their historical and geographic context.
		• Read/view various interpretations of Don Quixote de la Mancha and write about the differing perspectives.
		• **Read and interpret short stories, plays and poems written prior to the twentieth century.**
20th Century Literature	1.2	• **Write a short biography of a famous Spanish writer**.
	3.2	• Compose original poems in Spanish.
	4.2	• Give examples of contemporary music and connect with contemporary literature.
	5.2	• Read and analyze poetry by Ruben Dario, Gabriela Mistral, Pablo Neruda, etc.
		• **Read and analyze a literary piece from a 20th century author and make judgments about its significance.**
Contemporary Literature and the Arts	1.2	• **Compose a Spanish children's story book: fairy tale or legend.**
	3.2	• Read short stories and novels written in Spanish.
	4.2	• Read and critique a current newspaper or magazine written in Spanish.
		• **Follow a news story over time in Latin American media and summarize the events.**
		• Compare current events written form a Latin American perspective with those in the United States media.
	5.2	• Read stories written by famous Spanish female authors.
Literature and the Arts	1.2	• Create an original, artistic piece for a Spanish speaking audience.
	4.2	• **Compare and contrast artistic contributions of artists and performers in various Spanish speaking countries.**
		• Give examples of art forms from a variety of Spanish speaking countries.
		• Draw conclusions about the value and subjectivity of culture presented in cinema and movies. (stereotyping)
		• Compare/contrast a Spanish and English version of a film.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Advanced Topics in Spanish: Literature and the Arts

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	**1.2**	• Apply rules of pronunciation, intonation and phrasing in conversations and when reading aloud.
Etymology	**1.2**	• Identify real and false cognates and use properly.
		• Present multiple perspectives about the value and limitations of translations.
Grammar	**1.2**	• **Apply rules of grammar and spelling to conversations and reading and writing assignments.**
		• Employ properly subject-verb agreement, pronoun-antecedent agreement and noun-adjective agreement.
		• **Conjugate regular and irregular verbs in the preterite, imperfect, conditional, future, present perfect and present subjunctive,** imperfect subjunctive and pluperfect tenses.
		• Employ idiomatic expressions such as "acabar de," "tener," etc.
		• Use the comparative and superlative degrees of adjectives and adverbs.
		• Express affirmative and negative informal commands (imperative/command tense).
		• Demonstrate the use of passive and impersonal construction with "se".
Syntax	**1.2**	• Combine sentences using appropriate conjunctions.
Listening / Speaking	**1.3**	• *Write and perform dialogues and skits to demonstrate knowledge of grammar, conventions and vocabulary.*
		• Speak and write for a specific purpose and audience.
		• Present an opinion orally and in writing.
		• Answer questions with multiple sentence responses.
		• Apply idiomatic phrases in conversation and written dialogue.
Reading / Writing	**1.2**	• Read and understand without translating.
		• Determine the meaning of words from context.
		• Write paragraphs and essays to summarize ideas.
		• Respond to editorials and critiques of literature and film.
		• Read and interpret information from a variety of print and online resources.
		• **Write a five paragraph critical analysis on a selected piece of literature.**

	Standard	Standard/Core Competency
Reading / Writing *(continued)*	1.3	• Explain the significance of the use of satire, irony or humor to convey a message.
		• Use appropriate literary terms to discuss and analyze literature.
	3.2	• **Make predictions, draw conclusions, analyze and synthesize information presented in a variety of simple Spanish texts and literature.**
	4.2	• Compare/contrast various literary, film and theatrical interpretations of stories.
	5.2	• **Provide evidence from text of various stylistic (simile, metaphor, onomatopoeia, alliteration, hyperbole…) and literary (symbolism, theme, character/problem/solution…) techniques.**
		• Place works of French literature in their historic and geographic context.

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Latin 1: Introduction to the Romans

Culture and Communications

	Standard	Standard/Core Competency
Daily Living	2.1	• **Describe the Roman "familia", the role of the pater familias, and compare and contrast with a typical American family.**
		• Describe Roman dress and discuss its influence on fashion today.
		• Draw a floor plan of the Roman "domus" and label the areas. Compare/contrast to home styles today.
		• Explain the social order of the ancient Romans and make judgments about its benefits to the people
		• Draw a map of ancient Rome
	5.1	• **Give examples of contributions of the ancient Romans in architecture, theater, science, and recreation.**
Myths/ Legends/ Heroes	1.1	• Relate readings to actual events in Roman history.
	2.1	• Re-tell stories about ancient Roman heroes.
	4.1	• Create a product based on a classical legend of choice.
	4.2	• **Identify the Olympian Gods and Goddesses by their symbols and discuss their influence on contemporary society.**
		• Read/re-tell classical myths and legends of Rome as though you were one of the participants.
The Ancient World	4.1	• Explain how the geography of the Ancient World contributed to the development of languages.
	5.2	• Locate important provinces and major cities of the Ancient World and discuss their significance.
		• **Identify important geographical features and cities in Italy and discuss how they influenced settlement and travel.**

Grammar and Linguistics

	Standard	Standard/Core Competency
Phonology	1.2	• **Use knowledge of Latin phonemes, alphabet, inflection, and syllabication to pronounce and write Latin words.**
Etymology	4.1	• Apply knowledge of derivatives and cognates to understand the Latin foundations of English.

	Standard	Standard/Core Competency
Etymology *(continued)*	4.1	• Read, understand, and apply common Latin mottos, expressions, and abbreviations.
		• **Give examples to show the meaning of Latin roots, prefixes, and suffixes as applied to English words.**
Grammar	1.2	• Apply degrees of adjectives and adverbs (positive, comparative, superlative) in translations.
		• Apply and use personal pronouns in translations.
		• **Form nouns and adjectives of the first 3 declensions ensuring agreement.**
		• **Form verbs of the first 3 conjugations, both active and passive.**
		• **Conjugate the verb "sum" in all six tenses.**
		• Identify the six cases and their basic uses.
	4.1	• Identifies parts of speech – nouns, verbs, pronouns and adjective pronouns, adjectives, adverbs, prepositions and conjunctions, (lack of articles).
Listening/ Speaking	1.2	• Apply the present imperative to express and respond to simple classroom commands.
		• Develop simple questions and respond with simple sentences.
Reading/ Writing	1.1	• **Utilize a language dictionary to complete simple translations.**
		• **Apply the rules of grammar in simple translations.**
	1.2	• **Respond to questions from written passages.**

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Latin 2: From Republic to Empire

Culture and Communications

	Standard	Standard/Core Competency
Western Expansion	3.2	• Draw a map of the Roman Empire including significant, islands, provinces, and bodies of water.
		• Connect events to the physical and political geography.
	4.2	• Give examples of how myths and legends from ancient mythology influence contemporary culture (film, art, advertising, etc.)
	5.1	• **Create an annotated timeline of the rise, development and decline of the Roman Empire.**
		• Summarize the contributions of important leaders throughout the history of the Roman Empire such as Julius Caesar, Hannibal, Augustus, Cleopatra, Mark Antony, Spartacus…
	5.2	• Debate the pros and cons of empire building.
		• Relate myths and stories from ancient authors to their historical context.
Government, Leadership and Law	2.1	• Choose a Roman consul and chart his "cursus honorum" as though you were the consul to be promoting your candidacy for consulship.
	4.2	• **Compare/contrast the Roma Republic with the democratic republic of the United States of America.**
		• Connect the American judicial system to the laws and practices of the ancient Romans.
	5.2	• Relate Latin mottos and sayings as they apply to ethical decision making and mores in contemporary society.

Grammar and Linguistics

	Standard	Standard/Core Competency
Etymology	3.1	• Give examples of careers where knowledge of Latin contributes to understanding of technical terminology.
	4.1	• **Define unknown English words using knowledge of Latin roots, prefixes, and suffixes.**
		• **Read, understand, and apply common Latin mottos, expressions, and abbreviations.**
Grammar	1.2	• Apply expanded uses of the six cases in translations.
		• **Form verbs of the four conjugatives in the indicative mood, both active and passive.**
		• Apply the tenses of the infinitive in translations.
		• Form, read, and interpret participles.

	Standard	Standard/Core Competency
Grammar *(continued)*	**1.2**	• Conjugate and apply irregular verbs "volo", "nolo", "eo", and "fero".
		• Apply subjunctive to purpose and result clauses.
		• **Form nouns and adjectives of all five declensions ensuring agreement.**
		• **Form and apply the positive, comparative, and superlative of adjectives and adverbs.**
Listening/ Speaking	**1.2**	• Follow classroom directions expressed in Latin.
Reading/ Writing	**1.1**	• **Apply the rules of grammar in translations and composition.**
		• Utilize a language dictionary to complete simple translations.
	1.2	• ***Respond to questions from written passages.***
		• Apply interrogative words and enclitics to write sentences and in translations.
		• **Read, translate, and compose sentences and indirect statements.**

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Advanced Latin: Prose

Culture and Communications

	Standard	Standard/Core Competency
Warfare and the Late Republic	**1.1**	• **Read stories about and from Cicero, Caesar, and other authors**
	2.1	• Give examples of rights of passage then and today.
		• Compare and contrast the Roman army with the military today.

	3.2	• Compare works by Cicero to American oratory:
		  1. Jefferson's Declaration of Independence
		  2. Martin Luther King's "I have a dream"
		  3. Mario Cuomo's nominating speech (1992 Democratic convention)
		  4. JFK's inaugural speech

		• Develop an understanding of the civil wars through the perspective of various authors.
		• **Make inferences about the spread of language and the power struggles resulting from Caesar's westward expansion.**
	4.2	• Compare/contrast ancient Roman-client relationships with contemporary relationships and power distributions.
		• Compare/contrast civil vs. criminal law and its roots in ancient Rome.
The Emperor and the Empire	**2.2**	• Give examples and explain the benefits and advancements in society during the Pax Romana.
	3.2	• Make comparisons between Roman comic literature and similar stories in movies or plays in the contemporary arts.
		• **Consider the rise of one man rule and give examples in ancient Roman and contemporary history.**
	4.2	• **Compare and contrast Cicero's ideas about government, rules and promoting ideas to those ideas in contemporary American society.**
	5.2	• **Make connections between the civil war in the late republic to civil wars in society today.**

Grammar and Linguistics

	Standard	Standard/Core Competency
Etymology	**4.1**	• Apply derivatives to advanced and specific English vocabulary (prefixes, roots and suffixes)
	5.1	• Relate Latin foundations to the development of the romance and English languages.
Grammar	**1.1**	• **Apply ablative absolute, ablative of description, ablative of origin, ablative of origin and ablative with special verbs in context.**
		• **Apply principles of the subjunctive mood when reading ancient authors. (purpose clause, result clause, relative clauses of characteristics, cum clause, causal clause)**
		• **Read and write conditional sentences using "ut" and "ne".**
		• Apply gerund and gerundive (of obligation and dative of agent) in translation.
		• Apply rules for impersonal verbs and passive verbs used impersonally.
		• Read clauses of fearing.
		• Apply indefinite pronouns and adjectives in translation.
	1.2	• **Apply sequence of tense to read for understanding of time.**
		• Use infinitive to read indirect statements and questions.
Listening / Speaking	**1.2**	• Follow classroom directions expressed in Latin.
	4.1	• Apply correctly Latin sayings, mottos and expressions in their appropriate modern day context.
Reading and Writing	**1.1**	• *Apply the rules of grammar in translations and composition.*
		• *Respond to questions from written passages.*
		• Read and translate passages written in Latin.
		• **Compose a short story about an event or leader using advanced constructions.**
		• **Compose an oratory expressing a political idea or belief.**

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Advanced Latin: Poetry

Culture and Communications

	Standard	Standard/Core Competency
Vergil's Aeneid	1.1	• Examine the characteristics of epic poetry.
		• **Memorize the first ten lines of Vergil's Aeneid and complete scansion on those lines (dactylic hexameter).**
		• **Read and interpret poetic devices such as onomatopoeia, metaphor, litotes, chiasmus…**
	1.2	• Translate lines of the Aeneid.
	3.2	• Give examples of power and character struggles in the Aeneid.
		• Find references to the gods and goddesses and explain their significance.
		• Discuss the reasons Virgil wrote the Aeneid and why he wanted the Aeneid destroyed before his death.
		• Relate the Aeneid to its historical context.
	4.1	• Relate Sinon and other characters to modern day heroes and stereotypes.
	4.2	• **Make inferences about lessons and morals inherent to the Aeneid and apply to modern American life.**
Other Poets	1.1	• Read and interpret selections from other famous Latin poets.
		• Analyze poetry for form, style and meter.
	1.2	• **Translate and scan lines of verse.**
	3.2	• Relate events and themes from epic poetry to the history of the time.

Grammar and Linguistics

	Standard	Standard/Core Competency
Etymology	4.1	• Apply derivatives to advanced and specific English vocabulary (prefixes, roots and suffixes)
	5.1	• Relate Latin foundations to the development of the romance and English languages.
Syntax	1.1	• **Apply rules of Latin poetic form (poetic word order, elision, scansion, meter) to readings of Latin verse.**
Grammar	1.2	• **Apply ablative absolute, ablative of description, ablative of origin, ablative of origin and ablative with special verbs in context.**

MILFORD SCHOOL DISTRICT: **WORLD LANGUAGE CURRICULUM**
Advanced Latin: Poetry

	Standard	Standard/Core Competency
Grammar *(continued)*	**1.2**	• **Apply principles of the subjunctive mood when reading ancient authors. (purpose clause, result clause, relative clauses of characteristics, cum clause, causal clause)**
		• Apply gerund and gerundive (of obligation and dative of agent) in translation.
		• Apply rules for impersonal verbs and passive verbs used impersonally.
		• Read clauses of fearing.
		• Apply indefinite pronouns and adjectives in translation.
Listening / Speaking	**1.2**	• Follow classroom directions expressed in Latin.
	4.1	• Apply correctly Latin sayings, mottos and expressions in their appropriate modern day context.
Reading and Writing	**1.1**	• ***Apply the rules of grammar in translations and composition.***
		• Compose a short verse using dactylic hexameter.
		• ***Respond to questions from written passages.***
		• **Write an essay or critique applying the lessons in the Aeneid.**
		• Read and translate poetry written in Latin.
	1.2	• Apply the rules of syllabication and elision to read and scan Latin verse.