

**LEVEL I – HIGH SCHOOL**

A first year student is assumed to have little or no exposure to the target language prior to this class.

**Religious Focus**

The student will:

- recite common prayers such as the Sign of the Cross, Hail Mary, and Our Father in the target language
- sing religious songs in the target language
- write personal prayers

**Speaking**

The student will:

- use and respond to common greetings
- respond to question words / interrogatives
- introduce self and others
- describe self and others in the target language
- use appropriate pronunciation and intonation
- express apology, gratitude, accept an invitation
- use target language to express one's point of view, personal feelings, and ideas
- respond to questions spontaneously and appropriately in the target language
- discuss the weather in time relational terms

**Listening**

The student will:

- respond to simple commands in the target language

**Vocabulary**

The student will:

- use a basic, high frequency vocabulary including:
  - colors
  - numbers
  - days of the week
  - months of the year
  - family members
  - seasons of the year
  - relation time words
  - animals
  - activities / sports

**Vocabulary (Cont.)**

- body parts
- clothing
- food
- titles and their abbreviations
- cognates/false cognates
- tell time, ask what time it is and respond to questions related to time
- demonstrate familiarity with high frequency phrases and structures (i.e. common spoken usage prior to formal grammar instruction)
- identify words and phrases in the target language from listening to movies, music, etc.
- use appropriate vocabulary to exchange opinions about materials read in class
- use appropriate vocabulary to acquire goods and services

**Grammar**

The student will:

- begin to conjugate regular and high-frequency irregular verbs
- begin to use number and gender agreement among nouns, adjectives, and verbs

**Reading**

The student will:

- read story books with moderate comprehension
- read simple chapter books (300 words, 75% comprehension) as a class group and paraphrase in English

**Writing**

The student will:

- write freely using target language
- write creatively for a variety of purposes (i.e. dialogues between friends about likes and dislikes)
- fill in the blank with the appropriate word when given a sentence

**Cultural Awareness**

The student will:

- use culturally appropriate gestures and oral expressions for common or familiar classroom interactions
- identify cultural feasts and their characteristics
- identify characteristics of the culture of the target country different from United States and that may be misunderstood
- explore various professions available to speakers of a foreign language

**Technology**

The student will:

- use computer resources to word-process in the target language
- access resources in the target language
- compare and contrast the usefulness of various websites

**LEVEL II – HIGH SCHOOL**

A second year student has achieved the Level I objectives. He / She has learned a vocabulary of about 400 words.

**Religious Focus**

The student will:

- recite common prayers including the Sign of the Cross, Hail Mary, Our Father, Glory Be and Grace Before Meals in the target language
- sing religious songs
- write personal prayers
- participate in Mass in the target language
- identify saints from the target culture
- present information about a given saint from the target culture in English
- recognize and demonstrate the significance of religion in the culture

**Speaking**

The student will:

- initiate and sustain conversations of increasing difficulty, on an increasing variety of topics
- respond to commands in the target language
- respond to question words / interrogatives with complete sentences or thoughts
- use and respond to common greetings and identify some colloquial greetings and appropriate situations for use
- demonstrate ability to use appropriate greetings and other interactions in a variety of social situations
- express simple apology, gratitude, and acceptance of an invitation
- use target language to express orally and/or in written form one's point of view
- refine pronunciation and intonation patterns through the use of songs and poetry recitation

**Listening**

The student will:

- begin to derive meaning from context, intonation, and situations from listening to sources including conversations, videos, films, and recordings
- attend to peer presentations and derive meaning from the context and situations presented in class
- understand speakers from a variety of sources

**Vocabulary**

The student will:

- expand learned vocabulary (by about 450 words) and fluency
- identify cognates and their meanings as a pre-reading exercise
- use basic vocabulary regarding the elements of a story: setting, plot, characters, climax, etc.
- use and understand idioms

**Grammar**

The student will:

- use correctly conjugated regular and high-frequency irregular verbs in a variety of verb tenses, moods, and voice
- identify and use appropriately non-regular, non-frequent verbs
- use number and gender agreement among nouns, adjectives, and verbs
- use pronouns appropriately
- identify and use direct and indirect objects
- use prepositions and conjunctions
- contrast word order of target language with word order of English

**Reading**

The student will:

- read chapter books, selected by the teacher, as a class group, in the target language with controlled vocabulary (600-800 words) and paraphrase the content in English and/or discuss it in the target language
- read self-selected materials (from samples provided by or approved by the teacher) including books, magazines, and newspapers
- comprehend situation and issue from the author's point of view given teacher guidance and contexting

**Writing**

The student will:

- write creatively for a variety of purposes (i.e. dialogues between friends about likes and dislikes)
- write and illustrate advertisements
- compose simple written communications, (i.e. notes, invitations, and personal letters)
- write a polite request to the teacher (i.e. requesting change of seat, after school tutoring, or questioning current grade)
- write a well-organized paragraph that includes a topic sentence, a body, and a conclusion
- write freely in the target language in a variety of forms and to a variety of audiences, focusing on informal versus formal

**Writing (Cont.)**

- use proper spelling and punctuation

**Cultural Awareness**

The student will:

- report on various professions / careers available to speakers of a foreign language
- research in what ways the target culture varies from the native culture
- demonstrate an awareness of major current events in the target culture
- identify significant historical events of the target culture
- identify one or more cultural feasts and its characteristics
- identify simple themes, ideas, emotions, and perspectives of the culture evidenced through multiple forms of artistic expression (i.e. songs, drama, visual art, folk tales, etc.)

**Technology**

The student will:

- use computer resources to word-process in the target language
- access electronic resources in the target language
- compare and contrast the usefulness of various target language websites
- exchange e-mail with key-pals in the target language
- use technology such as PowerPoint to make a presentation in class
- design and publish on the computer a children's book using graphic art and clip art

**LEVEL III – HIGH SCHOOL**

The student has completed the objectives of Level II to qualify for this course. He / She has learned a vocabulary of about 800-900 words.

The skills learned in earlier levels will continue to be reinforced at this level. The student's cultural knowledge, language fluency, and understanding and use of grammar will become deeper and more complex through use of literature, conversation / discussion, and more advanced written presentations.

**Religious Focus**

The student will:

- participate in Mass in the target language
- compose prayers in the target language (i.e. Prayers of the Faithful for use at Mass)
- recognize and demonstrate the significance of religion in the culture, and compare these customs to United States culture

**Speaking**

The student will:

- engage in a conversation on a topic of his/her choosing or an impromptu topic, including a variety of structures such as:
  - more complex verb forms
  - variations in time
  - complex subject matter
- read aloud in the target language demonstrating the appropriate intonation, and pronunciation (i.e. proverbs, short anecdotes, or poetry)

**Listening**

The student will:

- comprehend and respond to main ideas in language spoken by a native speaker on familiar and simple topics (directions, use of the phone, ATM, etc.)
- summarize a speech or address regarding a current event given by a native speaker or celebrity via video or radio

**Vocabulary**

The student will:

- expand learned vocabulary (by about 450 words)
- identify synonyms and antonyms for common words
- demonstrate understanding of different meanings for the same word in different situations and contexts

**Vocabulary (Cont.)**

- explain cultural nuances of word meanings as they arise
- use vocabulary about the elements of a story (i.e., setting, plot, character, climax, etc.)

**Grammar**

The student will:

- recognize differences in grammatical structure of the target language and of English
- contrast word order of target language with word order of English
- use complex / compound verb tenses correctly
- use subjunctive mode
- use gerunds and participles

**Reading**

The student will:

- read and comprehend a variety of works written by native authors
- express a personal reaction to readings in the target language
- read self-selected materials including books, magazines, and newspapers
- identify examples of how grammar structures are used to influence meaning
- interpret cultural elements found in readings
- read and compare two different authors on the same topics and express his / her personal opinions and / or conclusions

**Writing**

The student will:

- write a simple business letter
- write freely in the target language in a variety of forms and to a variety of audiences
- use proper spelling and punctuation
- write narrations and descriptions and to express and justify opinions
- engage in the writing process from rough draft to edited final version
- write and accept or decline invitations
- obtain and report factual information
- write an original essay on a given topic
- analyze and draw conclusions in writing about a given topic or piece of written work
- write and produce a commercial for a popular product

**Cultural Awareness**

The student will:

- dispel generalizations and stereotypes about the culture

**Technology**

The student will:

- use the internet to locate and read news sources and other resources in the target language
- research an historical event in the target culture
- research an important historical figure from the target culture

**LEVEL IV – HIGH SCHOOL**

The student will have completed the objectives of Level III to qualify for this course. He / She should have a learned vocabulary of 1350 words or more.

The skills learned in earlier levels will continue to be reinforced at this level. The student's cultural knowledge, language fluency, and understanding and use of grammar will become deeper and more complex through use of literature, conversation / discussion, and more advanced written presentations.

**Religious Focus**

The student will:

- participate in Mass in the target language
- compose prayers in the target language (i.e. Prayers of the Faithful for use at Mass.)
- recognize and demonstrate the significance of religion in the culture, and compare these customs to United States culture

**Conversation**

The student will:

- engage in an extended conversation on a topic of his/her choosing or an impromptu topic, including a variety of structures such as:
  - more complex verb forms
  - variations in time
  - complex subject matter
  - expressing opinions
  - exchanging information
  - giving directions
- read aloud in the target language demonstrating the appropriate intonation, and pronunciation (i.e. proverbs, short anecdotes, or poetry)
- paraphrase what has been said in another context
- role play a conversation in a complex social situation (i.e. discussing sports, family, etc.)
- identify cultural nuances in spoken language
- use appropriate verbal strategies and cues (rephrasing, circumlocution, summarization) with increasing fluency to communicate a message in the target language in impromptu situations
- comprehend and respond to main ideas and significant details in language spoken by a native speaker on familiar and simple topics (directions, use of the phone, ATM, etc.)
- summarize information from movie presented in the target language
- summarize a speech or address, regarding a current event, given by a native speaker or celebrity via video or radio

**Conversation**

- integrate listening skills by interaction with native speakers in the community

**Vocabulary**

The student will:

- expand learned vocabulary (by about 450 words)
- extend vocabulary to include specialized vocabulary
- use specialized vocabulary

**Grammar**

The student will:

- review topics in grammar from previous courses and continue to use more complex structures
- identify examples of how grammar structures are used to influence meaning
- use formal and informal grammar structures
- develop a deeper understanding of his/her own language and the nature of the target language through comparative study
- use more advanced grammatical structures (i.e. compound verb tenses.)

**Reading**

The student will:

- recognize cultural nuances (word choice, idioms, intonation, inflection, formal and informal language) when reading in the target language
- read more advanced literature and will demonstrate comprehension with target language discussion
- use a dictionary or thesaurus written entirely in the target language to select appropriate words
- perform scenes from plays, recite poetry, and read aloud excerpts from short stories
- begin to recognize humor, sarcasm, irony, and idiomatic speech in the target language

**Writing**

The student will:

- write personal letters using culturally appropriate format and style, i.e. write a letter to an advice column explaining a personal problem and requesting help in solving it
- write short, well-organized compositions on given topics
- engage in the writing process from rough draft to edited final version
- summarize or paraphrase in writing the content of various texts and literary topics
- write freely in the target language to a variety of audiences
- use a variety of sources in the target language to obtain and organize information

**Cultural Awareness**

The student will:

- present information on cultural topics orally and in writing
- identify differences in cultural practices among same-language cultures
- know areas in the United States and the world where the target language is commonly spoken
- interpret the cultural connotations of common words, phrases, and idioms
- compare and explore institutions and political systems of various communities where the target language is spoken
- discuss social, religious, and geographic factors that affect cultural practices, especially noting the connection between religion and state

**Technology**

The student will:

- use the internet to locate and read news sources and other resources in the target language
- analyze and synthesize information from authentic sources
- research an historical event in the target culture
- research an important historical figure from the target culture