

Pelham Public Schools
World Language Continuum
Updated for 2019-20 School Year

GRADE	SCHOOL(S)	LANGUAGE / COURSE NAME	CURRICULUM OVERVIEW
2	All K-5 Schools	FLES Spanish	<ul style="list-style-type: none"> • Develop receptive language with and without gestures • Understand and respond to the spoken language without English translation • Focus on oral communication and pronunciation with the Spanish teacher and classmates • Build confidence in speaking Spanish during first year of instruction level tasks • Read and copy simple vocabulary and written expressions (second half of the year only) • Draw upon prior knowledge and make grade-level appropriate connections during content coordinated units • Understand that Spanish is not only a means of communication, but also reflects a rich culture
3	All K-5 Schools	FLES Spanish	<ul style="list-style-type: none"> • Develop receptive language with and without gestures • Understand and respond to the spoken language without English translation • Focus on oral communication and pronunciation with the Spanish teacher and classmates • Build confidence in speaking Spanish during second year of instruction level tasks • Read and copy simple vocabulary and written expressions (full year) • Expand limited phrase and sentence formation with guidance • Draw upon prior knowledge and make grade-level appropriate connections during content coordinated units • Understand that Spanish is not only a means of communication, but also reflects a rich culture

<p style="text-align: center;">4</p>	<p style="text-align: center;">All K-5 Schools</p>	<p style="text-align: center;">FLES Spanish</p>	<ul style="list-style-type: none"> • Develop receptive and expressive language with and without gestures • Understand and respond to the spoken language without English translation • Focus on oral communication and pronunciation with the Spanish teacher and classmates • Build confidence in speaking Spanish during third year of instruction level tasks • Read and copy simple vocabulary and written expressions (full year) • Expand limited phrase and sentence formation with guidance • Draw upon prior knowledge and make grade-level appropriate connections during content coordinated units • Understand that Spanish is not only a means of communication, but also reflects a rich culture
<p style="text-align: center;">5</p>	<p style="text-align: center;">All K-5 Schools</p>	<p style="text-align: center;">FLES Spanish</p>	<ul style="list-style-type: none"> • Develop receptive and expressive language with and without gestures • Understand and respond to the spoken language without English translation • Focus on oral communication and pronunciation with Spanish teacher and classmates • Build confidence in speaking Spanish during third year of instruction level tasks • Read and copy simple vocabulary and written expressions (full year) • Expand limited phrase and sentence formation with guidance • Draw upon prior knowledge and make grade-level appropriate connections during content coordinated units • Understand that Spanish is not only a means of communication, but also reflects a rich culture
<p style="text-align: center;">6</p>	<p style="text-align: center;">PMS</p>	<p style="text-align: center;">Spanish, French, Italian & Mandarin</p>	<ul style="list-style-type: none"> • Develop an appreciation for the new language and culture • Practice pronunciation of native sounds • Write simple sentences in the target language • Call upon repetition, rephrasing and nonverbal cues to derive or convey meaning from a language other than English

<p style="text-align: center;">6</p>	<p style="text-align: center;">PMS</p>	<p style="text-align: center;">Latin</p>	<ul style="list-style-type: none"> • Read, write, listen, and speak thematic vocabulary, such as greetings, emotions, animals, and geography • Acquire proper Latin pronunciation through poems and songs • Analyze English derivatives through Latin roots
<p style="text-align: center;">7 and 8</p> <p>The 8th grade program culminates in an exam equivalent to the NYS proficiency exam.</p>	<p style="text-align: center;">PMS</p>	<p style="text-align: center;">Spanish, French, Italian & Mandarin</p>	<ul style="list-style-type: none"> • Able to socialize, to persuade, and to inquire in the target language. • Sustain a conversation which may be spontaneous. • Interpret and respond to authentic documents. • Develop interpersonal, interpretive, and presentational skills. • Learn the usage of basic grammatical structures which include simple vocabulary and verb conjugations to communicate in authentic situations.
<p style="text-align: center;">7 and 8</p>	<p style="text-align: center;">PMS</p>	<p style="text-align: center;">Latin</p>	<ul style="list-style-type: none"> • Read adapted Latin literature, focusing on the cultures of Pompeii, Roman Britain, and Alexandria, Egypt • Analyze and discuss grammar, syntax, vocabulary, and derivatives • The Latin 8th Grade course will culminate in a state exam, CAWNY Checkpoint A
<p style="text-align: center;">Level I</p> <p>Mixed levels- Introductory course for all students beginning a new course of study in a foreign language, including students who wish to take and additional foreign language</p>	<p style="text-align: center;">PMHS</p>	<p style="text-align: center;">Spanish, French, Italian and Mandarin</p>	<ul style="list-style-type: none"> • Learn proper, native pronunciation • Develop a basic ability to communicate both orally and in writing • Read and analyze basic texts in the target language • Learn the usage of basic grammatical structures which include simple vocabulary and verb conjugations to communicate in authentic situations. • Mandarin students are introduced to the sounds, characters and basic grammatical structures of modern Mandarin.

<p>Level II</p> <p>Mixed grades, primarily 9th graders</p>	<p>PMHS</p>	<p>Spanish, French, Italian & Mandarin</p>	<ul style="list-style-type: none"> • Write descriptive and summary paragraphs with clear topic sentences and supporting detail • Make oral presentations which require group work and preparation. • Improve on advanced vocabulary through five thematic units • Read and analyze at an intermediate level • Express personal opinions and perspectives
<p>Level II</p> <p>Mixed grades, primarily 9th graders</p>	<p>PMHS</p>	<p>Latin</p>	<ul style="list-style-type: none"> • Read adapted Latin literature, focusing on the Roman conquest of Britain • Analyze and discuss grammar, syntax, vocabulary, and derivatives
<p>Level III</p> <p>Mixed grades, primarily 10th graders</p>	<p>PMHS</p>	<p>Spanish, French, Italian & Mandarin</p>	<ul style="list-style-type: none"> • Demonstrate their understanding of the main ideas and significant details of materials presented orally and in writing in the target language • Initiate and sustain face-to-face conversations in the target language based on realistic experiences • Able to use past, present and future tenses to communicate about their own experiences and contrast them to the experiences of people from different cultures • This course culminates in a Regents equivalency exam
<p>Level III</p> <p>Mixed grades, primarily 10th graders</p>	<p>PMHS</p>	<p>Latin</p>	<ul style="list-style-type: none"> • Read adapted Latin literature, focusing on the early Roman Empire • Analyze and discuss grammar, syntax, vocabulary, and derivatives • The Latin III course will culminate in a state exam, CAWNY Checkpoint B
<p>Level IV/V</p> <p>Mixed grades, Level IV mostly 11th and Level V mostly 12th graders</p> <p>These two levels are combined in one class and the curriculum alternates</p>	<p>PMHS</p>	<p>French, Italian & Mandarin (level IV only for Mandarin)</p>	<ul style="list-style-type: none"> • Students will expand upon and refine their knowledge of grammar and vocabulary acquired in levels I, II, III. • Equipped with this knowledge, students interact with authentic materials such as videos, literature, film, documentaries, dialogues, current events, and interviews with native speakers. • Students produce spontaneous speech in the target language to express their thoughts, feelings, values and cultural understanding. • Students conduct research and prepare presentations on a variety of cultural topics.

<p>Level IV/IV Honors</p> <p>Mixed grades, mostly 11th graders</p>	<p>PMHS</p>	<p>Spanish</p>	<ul style="list-style-type: none"> • Students can recognize traditions of another culture that influence behavior and draw comparisons to their own culture • Use culturally appropriate learned vocabulary and structures associated with a broad range of topics and structures such as complex sentences/paragraphs to communicate through the full range of time frames • Through the use of current events and authentic materials, students broaden their oral skills by presenting their understanding of the events
<p>Level IV/V</p> <p>Mixed grades, Level IV mostly 11th and Level V mostly 12th graders</p>	<p>PMHS</p>	<p>Latin</p>	<p>Curriculum A</p> <ul style="list-style-type: none"> • Read unadapted Latin literature, focusing on the Epic poetry of Vergil's <u>Aeneid</u>. • Analyze and discuss the author's use of literary devices, mood, diction, and syntax <p>Curriculum B</p> <ul style="list-style-type: none"> • Read unadapted Latin literature, focusing on the Lyric poetry of Horace and Catullus • Analyze and discuss the author's use of literary devices, mood, diction, and syntax
<p>AP Spanish / SUPA</p> <p>AP Spanish- mixed grades, SUPA 12th graders only</p>	<p>PMHS</p>	<p>Spanish, French, Italian</p>	<ul style="list-style-type: none"> • Communicate solely in the target language as the entire class is conducted in the target language • Ability to express opinions and persuade providing support through information obtained from authentic sources • Read and analyze literature in the target language • Understand the cultural implications of the spoken language and of the dynamics of social interactions • Write independently about a broad range of topics that extend beyond the students' daily lives to include issues, ideas, and opinions that are of general interest to the target cultures