PEARL RIVER SCHOOL DISTRICT -- WORLD LANGUAGE CURRICULUM

| GRADE/COURSE | Q1 - Sept/Oct/Nov | Q2 - Nov/Dec/Jan | Q3 - Feb/March/April | Q4 - April/May/June |
| :---: | :---: | :---: | :---: | :---: |
| Grade 6 - INTRO | A ten-week rotation introducing the four languages: Latin, French, Italian, and Spanish. This includes basic vocabulary and culture. Students will then select a language to begin Level 1A in grade 7. |  |  |  |
| Learning and performance expectations at Level 1A through Level 5 will include all four modalities of communication: reading, writing, listening, and speaking. |  |  |  |  |
| LEVEL 1A <br> Latin | est, placet, habet, vult The Self: age, likes/dislikes, wishes | it, ambulat, currit Family: members, home | Pluto: Fabula Amoris dat, accipit Community: town, school, landmarks | Pluto: Fabula Amoris Olympian deities and attributes Pompeii |
| Level 1A <br> French <br> Italian <br> Spanish | Greetings \& Courtesy <br> Numbers 1-100 <br> Days/Months <br> Date writing <br> Seasons and Weather <br> Classroom <br> Indefinite/Definite articles <br> Singular/Plural Nouns <br> Formal/Informal <br> Gender | Colors <br> Food <br> Family <br> 1st group of verb <br> definitions <br> Subject pronouns and replacement <br> Conjugation of 1st group of verbs | All regular verb groups <br> Adjectives <br> Professions <br> Home/House <br> City <br> Conjugation of all regular <br> verbs <br> Adjective agreement <br> Negative <br> Interrogative <br> Ser vs. Estar (Sp) <br> Irregular verbs (be/go) | Animals <br> To have/do <br> Idioms <br> Body parts <br> Clothing <br> Transportation <br> Leisure activities |
| LEVEL 1B <br> French <br> Italian <br> Spanish | Introductions <br> Physical Environment <br> Personal Identification <br> Leisure Activities <br> Education <br> Family Life <br> Professions | Telling Time <br> Meal Taking <br> Clothing/Shopping <br> Numbers 100-1000 <br> Sports/Sporting <br> Events/Current Events <br> Community/Neighborhood | City Maps/Directions <br> Public Services <br> House/Home <br> Chores <br> Health <br> Modes of Transport | Modes of Transportation <br> Travel <br> Vacation <br> Celebrations |


|  | Grammar: Noun/ <br> Adjective Agreement <br> Present Tense Regular <br> Verbs <br> Present Tense Irregular <br> Verbs <br> Definite and Indefinite <br> Articles | Making Plans <br> Grammar: Present Tense <br> Regular Verbs cont... <br> Present Tense Irregular <br> Verbs (stem changing <br> verbs) <br> DOPS | Grammar: Introduction to Past Tense Regular Verbs |  |
| :---: | :---: | :---: | :---: | :---: |
| LEVEL 1B= LATIN | fert, dicit, putat <br> Brando Brown Canem Vult <br> Roman clothing, food, names, writing | audit, legit, scribit, amat, venit, fugit <br> Founding myths, Roman history | surgit, sedet/considit, relinquit, tenet, movet, stat <br> Roman Republic | facit/fit, agit, loquitur, <br> scit/nescit <br> Caesar, Augustus, Empire |
| LEVEL 1 - SPANISH | Introductions <br> Physical Environment <br> Personal Identification <br> Leisure Activities <br> Education <br> Family Life <br> Professions | Telling Time Meal Taking Clothing/Shopping Sports/Sporting Making Plans | Community City Maps/Directions House/Home Chores Health | Modes of Transportation <br> Travel <br> Vacation <br> Celebrations |
| LEVEL 2 <br> French Italian Spanish | Descriptions Leisure Activities School Schedule Travel Plans Identity | Describing a Vacation Sports and Health Daily Routine Travel and Vacations | House/Chores <br> Ancient Civilizations <br> City Experiences | Childhood <br> Health and Wellness <br> Future Plans <br> Beach |
| LEVEL 2 Latin | licet, emit, quaerit, invenit, comedit, dormit Roman life: baths, education | vertit, petit, ducit, fert, <br> mittit <br> end of the Republic: First <br> Triumvirate, Gracchi | ostendit, utitur, vocat, solet, conatur <br> Women in ancient Rome | iubet, credit, timet Roman religion |


| LEVEL 3 <br> French <br> Italian <br> Spanish | Physical Descriptions <br> Describing feelings <br> Daily routine in the past <br> Commands <br> Mapping | Shopping <br> Making comparisons <br> Childhood <br> Passé composé vs. <br> imparfait <br> Holidays and Celebrations | Environment <br> Chores <br> Introduction to Subjunctive | Travel and Geography <br> Regions of France <br> Future Plans <br> Subjunctive Mood |
| :---: | :---: | :---: | :---: | :---: |
| LEVEL 3 Latin | Petronius cena <br> Trimalchionis <br> Slaves and Freedmen | Petronius cena <br> Trimalchionis <br> Elected Officials | Petronius cena <br> Trimalchionis <br> Husbands and Wives | Petronius cena <br> Trimalchionis <br> Business and Merchants |
| LEVEL 4- SUNY ALBANYFrench | Personal Relationships and friendship in France vs. the US Imperative of irregular verbs Making comparisons (comparative and superlative of adjectives and adverbs) | Childhood <br> Passé composé vs. <br> Imparfait vs. Plus que <br> Parfait (more detailed) <br> Short stories - Le petit <br> Nicolas <br> Introduction to subjunctive <br> with necessity, emotions, will, doubt, and desire | Doctor's Office/ Health <br> Problems and solutions <br> Subjunctive with Health <br> German occupation of <br> France during WWII <br> Film Au revoir les enfants <br> The French Resistance | Francophone countries <br> Future plans (geography and culture) <br> Conditional and discussing hypothetical situations (si clauses) <br> Describing art and expressing opinions <br> French Impressionism and post-impressionism |
| LEVEL 4- SUNY ALBANYItalian | Review of the imperative all forms and with all pronouns <br> Intensive study of the subjunctive - all forms | Intensive study of the passato remoto with corresponding projects <br> Study of portraiture and the Renaissance | Examination of the history of the Italian language and a corresponding study of poetry <br> Original sonnet project | Verbs like piacere Passive constructions Intensive review of all high school grammar for the final exam <br> Film - Nessun messaggio in segreteria |


| LEVEL 4- SUNY ALBANY- <br> Latin | Ovid <br> Metamorphoses: Pyramus <br> Learning will include all <br> four modalities of <br> communication: reading, <br> writing, listening, and <br> speaking. | Pliny <br> Litterae: Vesuvius, <br> Haunted House |  |  |
| :--- | :--- | :--- | :--- | :--- |
| LEVEL 4- SUNY ALBANY- <br> Spanish | Introductions <br> Our spanish periodic table <br> Most commonly used <br> verbs <br> Another Day at the Dr.'s <br> Office/ Health <br> Intro to Subjunctive with <br> Health <br> Project: Design your own <br> project based on visit to <br> doctor. (Group <br> component \& individual <br> component) | Lifestyle in Latin America <br> \& USA) <br> Documentary- Living on a <br> \$1 a Day <br> Impersonal Expressions <br> Subjunctive <br>  <br> School Life in Latin <br> America vs. USA <br> Subjunctive with "Ojala" <br> Picture Story with Preterite | Life as a Peasant in Latin <br> America <br> Story "Una Carta a Dios" <br> Subjunctive continued | Environmental <br> Issues/Dangers <br> Subjunctive Verbs of <br> Emotion <br> Project:Design your own <br> story based on <br> environmental cliparts <br> Project: Science Fair in |
| Spanish Class |  |  |  |  |


|  |  | Monsieur Seguin |  |  |
| :---: | :---: | :---: | :---: | :---: |
| LEVEL 5 - SUNY ALBANY Italian | Level 103 grammar review Examination of the Fabric of Cultures <br> Reading of Marsina stretta | Exploration of personal identity <br> Reading of Sei personaggi in cerca d'autore | Further exploration of personal identity <br> Film - Happy Family <br> Reading of La tragedia d'un personaggio | Review of grammar concepts before the final exam <br> Film - Chiedimi se sono felice <br> Intensive Final Project: <br> Farewell to PRHS |
| LEVEL 5 - SUNY ALBANY Latin |  |  | Vergil <br> Aeneid: The Trojan Horse, Laocoon and his sons | Catullus <br> Carmina: puellae, amici |
| LEVEL 5 - SUNY ALBANY Spanish | Introductions \& Summer <br> Activities <br> Our Spanish Periodic Table <br> Goal Setting <br> Subjunctive with Doubt <br> Two Truths and a Lie <br> School Elections | Stereotyping <br> Poem- Only because... <br> Movie: Spanglish <br> Project: Design <br> Individualized Group <br> Project Based with <br> Stereotypes <br> Review of Ser vs. Estar | Immigration <br> Discussions \& Readings <br> Travel Blog <br> Movie: Sin Nombre <br> Hypothetical Situations/ <br> Solutions | Life of an Migrant <br> Story: Cajas de Carton <br> Story Vocab <br> Reflection of School <br> Experience <br> Goodbye Pearl River Speech |

