



CARY ACADEMY

# UPPER SCHOOL WORLD LANGUAGE CURRICULUM

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# Upper School Curriculum

## FLC 300: Intermediate-Mid Chinese

### COURSE DESCRIPTION

This course introduces the students to the Chinese language and immerses them in the culture of the Chinese-speaking world. The emphasis of the course is placed on students developing the four communication skills: listening, speaking, reading, and writing. Units of study are developed around practical topics in daily living, allowing the grammar to be learned in a meaningful, contextual environment. Through a variety of student-centered activities, lectures, videos, songs, Internet, and language-focused games, students learn the vocabulary, culture, and grammar of Mandarin Chinese and begin to obtain initial communicative competence in the language.

### SCOPE AND SEQUENCE:

UNIT NAME	CONTENT	ESSENTIAL QUESTIONS	SKILLS
Introduction to Chinese	<ul style="list-style-type: none"> <li>word order</li> <li>The Chinese writing system, its history and development</li> </ul>	<ul style="list-style-type: none"> <li>What does Chinese word order look like?</li> <li>How do Chinese characters develop over centuries?</li> </ul>	<ul style="list-style-type: none"> <li>Basic knowledge about Chinese sentence structure.</li> <li>Understand shape of Chinese characters and how to write them.</li> <li>Know basic information about the Chinese writing system</li> </ul>
Chinese characters and Basic Strokes	<ul style="list-style-type: none"> <li>Chinese characters</li> <li>Stroke order for Chinese characters</li> <li>21 strokes in Chinese</li> </ul>	<ul style="list-style-type: none"> <li>How do you pronounce basic Chinese words?</li> <li>What is your Chinese name? And how do you read and write it?</li> </ul>	<ul style="list-style-type: none"> <li>Reading and writing Chinese characters</li> <li>Be able to read and write 21 Chinese basic strokes</li> </ul>
Greetings	<ul style="list-style-type: none"> <li>Exchanging greetings</li> <li>Expressing gratitude</li> <li>Saying farewell</li> </ul>	<ul style="list-style-type: none"> <li>What are simple greetings in Chinese?</li> <li>What are similarities between Chinese and English pronouns?</li> </ul>	<ul style="list-style-type: none"> <li>Conducting simple greetings in Chinese</li> <li>Ask simple yes/no questions</li> <li>Answer simple yes/no questions</li> <li>Discuss other people</li> </ul>
Family	<ul style="list-style-type: none"> <li>Looking at a family photo</li> <li>Asking about someone's family</li> </ul>	<ul style="list-style-type: none"> <li>How to describe a family photo?</li> <li>How to ask about someone's profession?</li> </ul>	<ul style="list-style-type: none"> <li>Employ basic kinship terms</li> <li>Say some common professions</li> </ul>
Dates & Time	<ul style="list-style-type: none"> <li>Taking someone out to eat on his/her birthday</li> <li>Inviting someone to dinner</li> </ul>	<ul style="list-style-type: none"> <li>How to tell and speak about time and dates?</li> <li>How to talk about someone's age and birthday</li> </ul>	<ul style="list-style-type: none"> <li>Invite someone to dinner</li> <li>Arrange a dinner date</li> </ul>
Hobbies	<ul style="list-style-type: none"> <li>Talking about hobbies</li> <li>Would you like to play ball?</li> </ul>	<ul style="list-style-type: none"> <li>How to ask about someone's hobbies?</li> <li>How to ask friends out to see a movie?</li> </ul>	<ul style="list-style-type: none"> <li>Say and write the terms for basic personal hobbies</li> <li>Set up plans for the weekend</li> </ul>
Visiting Friends	<ul style="list-style-type: none"> <li>Visiting a friend's home</li> <li>At a friend's House</li> </ul>	<ul style="list-style-type: none"> <li>Is it common to pay a visit to a friend's house without</li> </ul>	<ul style="list-style-type: none"> <li>Be able to say appropriate words when you visit a friend</li> </ul>



		<ul style="list-style-type: none"><li>advance notice?</li><li>Do people bring anything when visiting a friend's home?</li><li>What are some of common beverages and food offered to visitors?</li></ul>	<ul style="list-style-type: none"><li>Some Chinese customs when visiting friends.</li></ul>
<b>Making Appointments</b>	<ul style="list-style-type: none"><li>Calling one's teacher</li><li>Calling a friend for help</li></ul>	<ul style="list-style-type: none"><li>How to answer a phone call and initiate a phone conversation?</li><li>How to ask for favor?</li></ul>	<ul style="list-style-type: none"><li>Set up an appointment with a teacher on the phone</li><li>Ask someone to return your call</li></ul>
<b>Studying Chinese</b>	<ul style="list-style-type: none"><li>How did you do on the exam?</li><li>Preparing for a Chinese class</li></ul>	<ul style="list-style-type: none"><li>How to comment on one's performance on an exam?</li><li>How to talk about one's study habits?</li></ul>	<ul style="list-style-type: none"><li>Comment on someone's character writing</li><li>Talk about one's experience in learning Chinese vocabulary and grammar</li><li>Remark on typical scenes from one's language class</li></ul>
<b>School Life</b>	<ul style="list-style-type: none"><li>A Diary: A Typical School Day</li><li>A Letter: Talking about Studying Chinese</li></ul>	<ul style="list-style-type: none"><li>How to describe the routine of a student's life on campus?</li><li>How to invite friends to go on an outing?</li></ul>	<ul style="list-style-type: none"><li>Write a simple diary entry</li><li>Write a brief letter in the proper format</li><li>Express one's modesty in terms of one's foreign language ability</li></ul>
<b>Shopping</b>	<ul style="list-style-type: none"><li>Shopping for Clothes</li><li>Exchanging Shoes</li></ul>	<ul style="list-style-type: none"><li>How to speak about the color, size, and price of a purchase?</li><li>How to ask for a different size and/or color of merchandise</li></ul>	<ul style="list-style-type: none"><li>Recognize Chinese currency</li><li>Pay bills in cash or with a credit card</li><li>Determine the proper change you should receive</li><li>Exchange merchandise</li></ul>



# Upper School Curriculum

## FLC 400: Intermediate High Chinese

Intermediate High Chinese builds upon the skills learned in Intermediate Mid Chinese, and continues to focus on strengthening and refining the four skills. More complex grammatical forms, texts, and dialogues, as well as character writing will be taught at this level. The text book and other authentic listening, reading, and multi-media materials from various sources are used to further develop the students' interpersonal, presentational, and interpretive language skills. The class is conducted in Mandarin to the greatest degree possible to develop aural-oral competency.

### SCOPE AND SEQUENCE:

UNIT NAME	CONTENT	ESSENTIAL QUESTIONS	SKILLS
<b>Transportation</b>	<ul style="list-style-type: none"> <li>Going Home for the Winter Vacation</li> <li>An Email: Thanking Someone for a Ride</li> </ul>	<ul style="list-style-type: none"> <li>How to comment about several means of transportation?</li> <li>How to express your gratitude after receiving a personal favor?</li> </ul>	<ul style="list-style-type: none"> <li>Explain how to travel from one station to another</li> <li>Describe a traffic route</li> <li>Offer New Year's wishes</li> </ul>
<b>Talking About the Weather</b>	<ul style="list-style-type: none"> <li>Tomorrow's Weather Will Be Even Better!</li> <li>The Weather Here Is Awful!</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>How to ask different weather conditions?</li> <li>How to describe different weather conditions?</li> </ul>	<ul style="list-style-type: none"> <li>Employ basic terms for weather patterns and phenomena</li> <li>Describe simple weather changes</li> <li>Compare the weather of two places</li> <li>Talk about what you may do in nice or bad weather</li> <li>Present a simple weather forecast</li> </ul>
<b>Dinning</b>	<ul style="list-style-type: none"> <li>Dining Out</li> <li>Eating in a Cafeteria</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>How to ask if there are seats available in a restaurant?</li> <li>How to ask the restaurant to recommend dishes?</li> </ul>	<ul style="list-style-type: none"> <li>Order Chinese dishes</li> <li>Tell the waiter your dietary preferences and restrictions</li> <li>Ask the restaurant to recommend dishes</li> <li>Rush your order</li> <li>Pay for your meal</li> <li>Get the correct change after your payment</li> </ul>
<b>Asking Directions</b>	<ul style="list-style-type: none"> <li>Where Are You Off To?</li> <li>Going to Chinatown</li> </ul>	<ul style="list-style-type: none"> <li>How to ask for directions?</li> <li>How to give directions?</li> </ul>	<ul style="list-style-type: none"> <li>Identify locations by using landmarks as references</li> <li>Describe whether two places are close to or far away from one another</li> <li>State where you are heading and the purpose of going there</li> </ul>
<b>Birthday Party</b>	<ul style="list-style-type: none"> <li>Let's Go to a Party!</li> <li>Attending a Birthday Party</li> </ul>	<ul style="list-style-type: none"> <li>How to ask a friend to go to a party with you?</li> <li>How to thank people for their gifts?</li> </ul>	<ul style="list-style-type: none"> <li>Suggesting things to take to get-together</li> <li>Offer someone a ride and arrange a time and place to meet</li> <li>Describe a duration of time</li> <li>Talk about the year of your birth and your Chinese Zodiac sign</li> <li>Give a simple description of someone's facial features</li> </ul>
<b>Seeing a Doctor</b>	<ul style="list-style-type: none"> <li>My Stomachache Is</li> </ul>	<ul style="list-style-type: none"> <li>How to describe basic</li> </ul>	<ul style="list-style-type: none"> <li>Understand and repeat instructions</li> </ul>



	<p>Killing Me!</p> <ul style="list-style-type: none"><li>○ Allergies</li></ul>	<p>symptoms of a cold?</p> <ul style="list-style-type: none"><li>○ How to describe common symptoms of allergies?</li></ul>	<p>on when and how often to take medications</p> <ul style="list-style-type: none"><li>○ Talk about why you do or don't want to see the doctor</li><li>○ Urge others to see a doctor when they are not feeling well</li></ul>
<b>Dating</b>	<ul style="list-style-type: none"><li>○ Seeing a Movie</li><li>○ Turning Down an Invitation</li></ul>	<ul style="list-style-type: none"><li>○ How to invite someone to go on a date?</li><li>○ How to accept a date courteously?</li><li>○ How to decline a date politely?</li><li>○ How to end a phone conversation without hurting the other person's feelings?</li></ul>	<ul style="list-style-type: none"><li>○ Describe how long one has known someone</li><li>○ Make the necessary arrangements to go out with friends?</li></ul>
<b>Renting an Apartment</b>	<ul style="list-style-type: none"><li>○ Finding a Better Place</li><li>○ Calling about an Apartment for Rent</li></ul>	<ul style="list-style-type: none"><li>○ How to describe your current and ideal living quarters?</li><li>○ How to comment briefly on why a place is or isn't good for someone?</li></ul>	<ul style="list-style-type: none"><li>○ Name common pieces of furniture</li><li>○ State how long you have been living at your current residence</li><li>○ Discuss and negotiate rent, utilities, and security deposits</li></ul>



# Upper School Curriculum

## FLC 540: Studies in Chinese Language and Culture

In this course students will increase their proficiency in each of the four basic language skills. The course offers a thorough review of grammatical structures previously learned and provides the opportunity to learn more complex sentence structures. Students read about the history, culture, current events as well as short stories. Students write compositions on these topics/issues. Oral communication is stressed through class discussion and oral presentations. As much as possible the course is conducted in Chinese, and emphasis is placed on cultural awareness.

### SCOPE AND SEQUENCE:

UNIT NAME	CONTENT	ESSENTIAL QUESTIONS	SKILLS
<b>Sports</b>	<ul style="list-style-type: none"> <li>My Gut Keeps Getting Bigger and Bigger!</li> <li>Watching American Football</li> </ul>	<ul style="list-style-type: none"> <li>How to talk about your exercise habits?</li> <li>How to discuss your feelings about various sports?</li> </ul>	<ul style="list-style-type: none"> <li>Name some popular sports</li> <li>Make a simple comparison between how soccer and American football are played</li> </ul>
<b>Travel</b>	<ul style="list-style-type: none"> <li>Traveling to Beijing</li> <li>Planning an Itinerary</li> </ul>	<ul style="list-style-type: none"> <li>How to describe your travel itinerary?</li> <li>How to ask about seat assignments?</li> <li>How to request meal accommodations based on your dietary restrictions or preferences?</li> </ul>	<ul style="list-style-type: none"> <li>Talk about your plans for summer vacation</li> <li>Describe what kind of city Beijing is</li> <li>Ask for discounts, compare airfares and routes, and book an airplane ticket</li> </ul>
<b>At the Airport</b>	<ul style="list-style-type: none"> <li>Checking In at the Airport</li> <li>Arriving in Beijing</li> </ul>	<ul style="list-style-type: none"> <li>How to check in at the airport?</li> <li>How to greet guests at the airport?</li> </ul>	<ul style="list-style-type: none"> <li>Wish departing friends a safe journey and remind them to keep in touch</li> <li>Compliment someone on his or her language ability</li> <li>Ask about someone's health</li> <li>Remind people to move on to the next event</li> </ul>
<b>Begin a New Semester</b>	<ul style="list-style-type: none"> <li>Explain how to write Chinese name</li> <li>Say where you were born and grew up</li> <li>Discuss the pros and cons of living on and off campus</li> <li>Express politely a dissenting opinion</li> </ul>		<ul style="list-style-type: none"> <li>How do people talk about the origins of their names?</li> <li>Do students prefer on-campus or off-campus housing?</li> <li>What services are provided for first-year students when they arrive on campus</li> </ul>
<b>Housing for Students</b>	<ul style="list-style-type: none"> <li>Name basic pieces of furniture in a house</li> <li>Describe the living quarters</li> <li>Comment on someone's living quarters</li> <li>Disagree tactfully</li> </ul>		<ul style="list-style-type: none"> <li>Do student dormitories and apartments usually come furnished or unfurnished?</li> <li>What facilities and services do student dormitories offer</li> <li>Are student dormitories usually air-conditioned?</li> </ul>
<b>Chinese Restaurant</b>	<ul style="list-style-type: none"> <li>Name four principal regional Chinese cuisines</li> <li>Order food and drinks</li> </ul>		<ul style="list-style-type: none"> <li>Are there different regional cuisines in China?</li> </ul>



	<ul style="list-style-type: none"> <li>o Talk about what flavors you like or dislike</li> <li>o Make your dietary restrictions or preferences known</li> </ul>	<ul style="list-style-type: none"> <li>o What seasonings/spices do cooks put in their food</li> <li>o Do people usually cook by steaming stir-frying, grilling, or baking?</li> </ul>
<b>Shopping</b>	<ul style="list-style-type: none"> <li>o Name basic bedding, and bath items</li> <li>o Describe the shopping preferences and criteria</li> <li>o Disagree with others tactfully</li> <li>o Present the arguments with rhetorical remarks</li> </ul>	<ul style="list-style-type: none"> <li>o Can you purchase clothing and other necessities all in one shopping area?</li> <li>o Do people usually pay for their purchases in cash, with checks, or with credit cards?</li> <li>o Is there a sales tax?</li> </ul>
<b>Choose Courses</b>	<ul style="list-style-type: none"> <li>o State the major area of study/academic department and some required general courses you have taken</li> <li>o Talk about what you plan to do after graduating</li> <li>o Explore what will enhance your future job opportunities</li> <li>o Explain whether your family members have an influence on your choice of major and career path</li> <li>o Share tips on how to save money for your education</li> </ul>	<ul style="list-style-type: none"> <li>o When do college students declare a major?</li> <li>o What are the most common schools/colleges found in a typical university?</li> <li>o Approximately how many credits are needed to graduate from college?</li> </ul>
<b>Boyfriend/Girlfriend</b>	<ul style="list-style-type: none"> <li>o Say if you have an upbeat personality</li> <li>o State if you share your interests or hobbies with others</li> <li>o Inquire if everything is ok and find out what has happened</li> <li>o Describe typical behaviors of a forgetful person</li> <li>o Give a simple description of what you look for a boyfriend/girlfriend</li> <li>o Tell what makes you anxious or angry</li> </ul>	<ul style="list-style-type: none"> <li>o What do people look for in a date?</li> <li>o Do people introduce their dates to parents?</li> <li>o Is dating always intended for people to find their future life partner?</li> </ul>
<b>Computer and Internet</b>	<ul style="list-style-type: none"> <li>o Find out if others are angry with you and apologize if so</li> <li>o Reduce potential tension in a conversation by changing the subject</li> <li>o Let people know about the trouble you had to go through because of their thoughtlessness or carelessness</li> <li>o Name your activities on the internet and discuss how you make use of the internet</li> <li>o Discuss the pros and cons of using the internet</li> </ul>	<ul style="list-style-type: none"> <li>o Do people have easy access to the internet in China?</li> <li>o What consumer habits have changed because of the internet?</li> <li>o What impact has the internet had on society as a whole?</li> </ul>
<b>Part-time Jobs and Finance</b>	<ul style="list-style-type: none"> <li>o Review your monthly income and spending patterns</li> <li>o Talk about how you balance your personal budget</li> <li>o Name some possible reasons to work part-time while in school</li> <li>o Discuss the pros and cons of working part-time while in school</li> <li>o Describe what you dislike or what bothers you</li> </ul>	<ul style="list-style-type: none"> <li>o Are parents expected to provide their children with financial support for college?</li> <li>o Do teenagers and college students often take on part-time jobs?</li> <li>o Do people generally have savings in the bank?</li> <li>o Is it easy to apply for student loan?</li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>o Comment if you had a stress-free childhood</li> <li>o Name some typical classes offered in after-school programs</li> <li>o Indicate agreement or disagreement</li> <li>o Present your opinion</li> <li>o Talk about your parents' aspirations for their children</li> </ul>	<ul style="list-style-type: none"> <li>o Is it common for parents to enroll their children in after-school program?</li> <li>o Do many people pursue graduate degrees?</li> <li>o Do children have a say in family decisions?</li> <li>o Is it common for both parents to be equally involved in their children's upbringing?</li> </ul>



<b>Chinese Geography</b>	<ul style="list-style-type: none"><li>o Locate major Chinese cities, provinces, and rivers on the map</li><li>o Give a brief introduction to geographic features of China</li><li>o Compare some basic geographic aspects of China and the United States</li><li>o Describe feature that may attract you to or deter you from visiting a tourist site</li><li>o Plan a trip to China</li></ul>	<ul style="list-style-type: none"><li>o Can you name the major rivers and mountain ranges in your country?</li><li>o Do you know where your country's major cities are located, along the coasts or mostly inland?</li><li>o Can you give an account of the population and geographic location of your town/city?</li><li>o Do people consider your local town/city to be popular with tourist?</li></ul>
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# Upper School Curriculum

## FLC 540: Advanced Studies in Chinese

This course builds upon the fundamental skills of listening, speaking, reading and writing introduced in earlier courses. Students are systematically introduced to more formal expressions and an active, up-to-date vocabulary. This stage of Mandarin learning enables students to develop their communicative competence and provides them with better opportunities to gain a deeper understanding of Chinese culture.

### SCOPE AND SEQUENCE:

THEME	OUTCOME	STRUCTURES	CULTURE
Chinese Tea	<ul style="list-style-type: none"> <li>Recognize the importance of tea in Chinese people's lives;</li> <li>Specify different types of tea;</li> <li>Demonstrate the art of tea preparing skills;</li> <li>Tell what tea culture is in China; and</li> <li>Recognize how tea has influenced the world economy and culture.</li> </ul>	<ul style="list-style-type: none"> <li>Use (正) 在... (呢/啊) to indicate ongoing actions.</li> <li>Use 看/听 + 起来 to express a subjective impression.</li> <li>Use 一下 to express the brevity of an action.</li> </ul>	<ul style="list-style-type: none"> <li>A tea shop experience in Beijing</li> <li>Chinese tea ceremony</li> </ul>
The Silk Road	<ul style="list-style-type: none"> <li>Describe trade along the Silk Road;</li> <li>Understand how humans have always been interdependent due to exchange of ideas, culture, trade, food, music, etc.;</li> <li>Recognize the trade has influenced culture and culture has influenced trade throughout history; and</li> <li>Recognize the diversity of the world and appreciate the interdependence of cultures and the benefits of exchange.</li> </ul>	<ul style="list-style-type: none"> <li>Use 让/令 + adj/verb to express to "let" or "make" someone do something or making someone fee a certain way.</li> <li>Use 被 to from the passive voice.</li> <li>Use 原来 to express "as it turns out". For example, 原来如此 "As it turns out like this".</li> <li>Use 除了... 之外, 还有... to bring out additional items "in addition to..., there is also..."</li> </ul>	<ul style="list-style-type: none"> <li>Buddhism traveled on the Silk Road</li> <li>Uygur culture, art and architecture</li> </ul>
Chinese Kungfu	<ul style="list-style-type: none"> <li>Tell what Chinese Kungfu is;</li> <li>Describe different schools of Chinese Kungfu;</li> <li>Tell the significance of Chinese Kungfu; and</li> <li>Recognize and appreciate the influence of Chinese Kungfu on the world.</li> </ul>	<ul style="list-style-type: none"> <li>Use Verb + 完 to describe completed actions.</li> <li>Use 来 before verbs to express commencing an activity.</li> <li>Use 此外 to say "besides" or "in addition"</li> <li>Use 关于 to say "with regard to" a topic.</li> </ul>	<ul style="list-style-type: none"> <li>Shaolin Kungfu</li> <li>The truth behind traditional Chinese Kungfu</li> </ul>
Traditional Chinese Medicine	<ul style="list-style-type: none"> <li>Recognize Traditional Chinese medicine emphasizes on the intrinsic unity and integrity of the human body;</li> <li>Give examples of TCM treatment;</li> </ul>	<ul style="list-style-type: none"> <li>对...有了解 (对中医有什么了解): have understanding regarding something</li> <li>Use 把... 看作... to</li> </ul>	<ul style="list-style-type: none"> <li>Chinese 五行 (five elements)</li> <li>Yin Yang balance</li> <li>The science of Chinese acupuncture</li> <li>Legendary story of ancient</li> </ul>



	<ul style="list-style-type: none"> <li>○ Explain what element are stressed for the treatment of disease in TCM; and</li> <li>○ Specify the difference between TCM and Western medicine;</li> </ul>	<ul style="list-style-type: none"> <li>○ express viewing something in a particular way.</li> </ul>	Chinese doctors
Confucius	<ul style="list-style-type: none"> <li>○ Tell who is Confucius;</li> <li>○ Name Confucius's main ideology;</li> <li>○ Specify how Confucius influenced Chinese education theories and practices;</li> <li>○ Recognize the influence of Confucian thoughts on the world today; and</li> <li>○ Explain what has been set up to promote cross-cultural understanding between China and the Western world.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use 对...有认识 to express "have a good understanding on...".</li> <li>○ Use ...之间 to express "among..."</li> <li>○ Use 不管... 都/还... to express that something does not matter.</li> </ul>	<ul style="list-style-type: none"> <li>○ Confucianism, Taoism, and Buddhism</li> <li>○ Confucius Institute</li> </ul>
Giant Kuafu Chasing the Sun	<ul style="list-style-type: none"> <li>○ Tell how Kuafu died;</li> <li>○ Explain why Kuafu couldn't finish his quest; and</li> <li>○ Explain the moral lesson behind this Chinese mythology.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use 一... 就... to express "as soon as A, B"</li> <li>○ Use 要... (的话)... 那就... to say "if... then..."</li> <li>○ Use 虽然... 但/但是... to express "although . . . however . . ."</li> <li>○ Use 只要 A 就 B (了) to indicate A is the only condition necessary for B to occur.</li> </ul>	○
Gender Equality	<ul style="list-style-type: none"> <li>○ Describe gender equality situation in China;</li> <li>○ Explain how Chinese see the role of women in society;</li> <li>○ Compare and Contrast women's role in society in the East and the West;</li> <li>○ Talk about women's contribution to the world;</li> <li>○ Talk about responsibilities and obligations in general; and</li> <li>○ Explain if gender equality an unrealistic dream.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use 十分重视 to express "attach great importance to"</li> <li>○ Use 越来越 to mean "increasingly"</li> <li>○ Use 会... (的) to stress that something will be the case</li> </ul>	○ Running for class president



# Upper School Curriculum

## FLF 300: Intermediate-Mid French

In this course students develop their language skills using a variety of authentic materials from French language texts and multimedia sources. The more complex grammatical structures of the language and idiomatic expressions are studied and utilized in regular composition and conversational activities.

### Targeted Level of Proficiency: Intermediate-Mid

The Intermediate-Mid level of proficiency is characterized by:

- o ability to use strings of sentences to ask and answer questions and handle simple transactions related to everyday life.
- o ability to use appropriate time frames for everyday topics both orally and in writing.
- o ability to write short, loosely connected paragraphs related to familiar topics and personal experiences.
- o ability to understand the main ideas in extended discussions and presentations.
- o ability to acquire new knowledge and information from authentic texts, including short literary texts and media.

### SCOPE AND SEQUENCE:

THEME/CONTENT (BIEN DIT 2)	OUTCOMES	STRUCTURES	CULTURE
<b>Chapter 6</b> Childhood Activities and country life	Students are able to talk about when they were children, to talk about and event in the past, compare life in the city and the country and describe life in both places.	Students will learn how to effectively use the two past tenses as well as review formation, placement and use of adjectives and adverbs and the comparative and superlative of adjectives and adverbs.	Children’s games, comic books, children’s songs, summer camp, Paul Gauguin: <i>Paysage du Pont-Aven</i> .
<b>Chapter 7</b> Camping, nature, animals, and outdoor activities	Students are able to say what happened, describe the circumstances, talk about what they will do and wonder what will happen.	Students will continue to learn the differences in the two past tenses and also how to form and use the future tense. <i>Etre en train de... &amp; courir</i>	Camping, Nautical sports, <i>Le Parc national de la Langue de Barbarie</i> , Dakar, French in the world of tourisme, Fishing, the pirogue, Artist Jean Metzinger
<b>Chapter 8</b> Body parts, injuries and illnesses & improving one’s health	Students are able to ask and tell how they feel, describe symptoms and give advice, complain about their health and to sympathize with someone	The students will learn the formation of the subjunctive mode for regular and irregular verbs, and its use with certain expressions. They will also learn the conditional mode, how to use <i>si</i> clauses and how to make polite requests.	Health care, <i>L’Awalé</i> , being sick in France, French in the medical world, Foods from Senegal, Art: <i>Un souwère du Sénégal</i> .
<b>Chapter 9</b> Movies and books, television shows and music	Students are able to describe a book or a movie, ask for and give information about films, books, ask about preferences, recommend or	Students learn how to use relative pronouns <i>qui, que &amp; dont</i> , learn the present participle and its use, the	Nice, the arts, festivals and holidays, Architecture and gastronomy, The TVA,



	advise against something	difference between <i>C'est</i> & <i>Il est</i> , demonstrative pronouns	being a translator or interpreter, Art: Van Gogh <i>Pont de Langlois</i>
<b>Chapter 10</b> Vacations and preparing for vacation	Students are able to ask about a vacation, says what they would do if they could, express necessity and ask about what has been done.	Students deepen their knowledge of object pronouns, the conditional and <i>si</i> clauses. They also explore the subjunctive in more depth as well as the difference in the two past tenses.	Tourism, Nice, French and tourism, school holidays, vacation schedules, Art: <i>Femme sur la terrasse</i> , Henri Matisse



# Upper School Curriculum

## FLF 400: Intermediate-High French

In this course students continue to develop their language skills through a series of discussions and projects related to excerpts of literary texts, as well as to current events in the French-speaking world. Students will also have the opportunity to build their vocabulary and perfect their pronunciation.

### Targeted Level of Proficiency: Intermediate High

The Intermediate-High level of proficiency is characterized by:

- o ability to use connected sentences to handle the majority of practical needs related to everyday life.
- o ability to combine time frames for everyday topics both orally and in writing.
- o ability to compose cohesive paragraphs about everyday events and situations.
- o ability to understand the main ideas and significant details in extended discussions and presentations.
- o ability to derive substantial meaning from authentic texts, including literary texts and media.

### SCOPE AND SEQUENCE:

THEME/CONTENT	OUTCOME	STRUCTURES	CULTURE
Personal relationships: Civil states, personalities, relationships, feelings	Students are able to share their emotions and feelings through conversations and in writing. They are also able to understand the feelings and emotions of others expressed through film and literature. They are able to discuss and compare and contrast.	Present tense regular verbs, the imperative, spelling change verbs, common irregular verbs, forming questions	Short film: Le Télégramme, American Speakers of French and their communities. Le Pont Mirabeau by Guillaume Apollinaire
In town : activities, peoples, places, descriptions	Students are able to describe life in the city, the advantages and disadvantages. They can discuss their daily lives and special occasions.	Reflexive and reciprocal verbs, adjectives and agreement, adverbs, Nouns and articles, C'est vs il est	Short film : J'attendrai le suivant France : La fête de la musique Reading : Tout bouge autour de moi : written by a witness of the earthquake in Haiti
The influences of the media: cinema and TV, the people of the media, the press and other medias	Students are able to talk / write about the different media they have access to. They can discuss the changes and the influences the media has on our lives.	Past tense with to have, past tense with to be, usage of both the imperfect and the preterit past tenses, Possessive adjectives,	Short film: Emilie Muller, Québec, Guy Laliberté, founder of Cirque de soleil, Marguerite Duras: La télé et la mort
Justice and politics : the people, the laws and rights, politics, security and danger	The students understand how differing values can cause disagreement and conflict. They can discuss how new ideas are proposed, argued and adopted in a diverse society.	The Pluperfect, negation, irregular -ir verbs, demonstrative adjectives, literary past tense (only for recognition purposes)	Les Antilles Reading: Haïti, soif de liberté Short story : chien maigre, chien gras
Changing society : Crisis, movement, changes, problems and solutions	The students learn that a society has multiple faces and is in constant change. They can discuss the importance of dialogue and	Partitive articles, direct and indirect object pronouns, past participle agreement	Short film : Samb et le commissaire, L'Afrique de l'Ouest, Reading 1 : un demi-siècle d'indépendance



	mutual comprehension. They can debate ways to create harmony and eliminate conflict. They can also discuss how multiculturalism can benefit and or influence one's own culture.		Reading 2 : Le Marché de l'espoir
Family : cuisine, stages of life, differences in generations, family members and life in the family, personality	The students are able to discuss, compare and contrast the differences in generations.	The Subjunctive: impersonal expressions, will, opinion and emotions, relative pronouns, irregular -re verbs, disjunctive pronouns, possessive pronouns	Short film: de l'autre côté, L'Afrique du Nord et Le Liban Reading : Jour de mariage Poem : Père mère (Diop)
Science and technology : the people, inventions, sciences, technology, the universe and astronomy	Students are able to discuss the progress that has been made in the sciences and technology. They are able to discuss the positive and negative influences that new technologies have created.	The comparative and superlative of adjectives and adverbs, the future, the subjunctive : expressions of doubt and conjunctions, the past subjunctive, past participles as adjectives, expressions of time	Short film, Dépendance, Belgium, Switzerland, Luxembourg, Reading: CERN: particle accelerator Reading: short story, Solitude numérique
Getting away and having fun, past-times, the arts, theater, shopping, clothes, sports, free time	Students learn how people across the world spend their free time. Students are able to discuss their interests, activities and hobbies.	Infinitives, prepositions with geographical names, the conditional, prepositions with infinitives, the subjunctive with indefinite antecedents and in superlative statements	Short Film: Le Ballon prisonnier, L'Océan Indien, Reading : La Réunion, île intense Reading : Le Football, Le Petit Nicolas
Work and finance: The working world and its people.	Students will learn about internships, interviews, challenges in finding a job, starting one's own company. Students will be able to discuss their goals and ambitions for the future.	Demonstrative pronouns, Present participles and irregular -oir verbs	Central Africa Introduction to the culture creators of central Africa Reading: Des Africaines entrepreneuses et Profession Libérale
The environment and our natural resources: how to preserve our planet.	The students will learn about efforts to save our planet and will be able to discuss ways to exploit resources without destroying the environment.	The past conditional The future perfect Si clauses	French Indochina and the French influence in Viet-Nam, Laos and Cambodia Film: Un héros de la nature gabonaise , by Yann Arthus-Bertrand Reading: Les Richesses du Pacifique Poem: Baobab by Jean-Baptiste Tati-Loutard



# Upper School Curriculum

## FLF 550: French Society and Culture

In this course students will discover various aspects of contemporary French culture and society. Through the exploration of several different mediums such as music, film, literature, and current events, students will gain a better understanding of the French culture while continuing to fine-tune their language skills.

### SCOPE AND SEQUENCE:

THEME/CONTENT	LEARNING OBJECTIVES	CULTURE
Geography of France	Students will be able to: <ul style="list-style-type: none"> <li>o identify the basic geographical features of France and place them on a map (mountain ranges, rivers, big cities, etc...)</li> <li>o identify the different regions of France and compare each one in terms of its' culinary specialties, geography, and attractions</li> </ul>	<ul style="list-style-type: none"> <li>o song: Ah! Que la France est Belle</li> <li>o film : Dr. Merry's Nomad Travel</li> <li>o poem: Le Pont Mirabeau de Guillaume Apollinaire</li> <li>o excerpt : Le Château de ma Mère de Pagnol</li> </ul>
Daily Life in France	Students will be able to: <ul style="list-style-type: none"> <li>o compare the French education system and the American one</li> <li>o explain the issue of unemployment in France and discuss the job market</li> <li>o discuss leisure activities in France</li> <li>o list and explain the basics of popular French sports</li> <li>o explain the French perception of vacation and compare school calendars in France and the US</li> </ul>	<ul style="list-style-type: none"> <li>o film: Entre les murs</li> <li>o poetry by Jacques Prévert</li> <li>o fable : La Cigale et la Fourmi</li> </ul>
Personal Identity	Students will be able to: <ul style="list-style-type: none"> <li>o describe and explain what it means to be French</li> <li>o identify the values of the French</li> <li>o translate slang into more widely-recognized language</li> <li>o Paraphrase and recall certain French proverbs</li> <li>o identify meaning behind gestures commonly used in French conversation (non-verbal language)</li> </ul>	<ul style="list-style-type: none"> <li>o film: La Haine</li> <li>o song: La Marseillaise (National anthem)</li> </ul>
Family and the Community	Students will be able to: <ul style="list-style-type: none"> <li>o discuss the modern French family and even compare it to the stereotypical modern American family</li> <li>o restate the role of each family member</li> <li>o experience and discuss traditions and celebrations in the French culture</li> <li>o compare the concept of friendship in the French and American cultures</li> </ul>	<ul style="list-style-type: none"> <li>o film: Intouchables</li> <li>o celebrate various French holidays throughout the year: fête des rois, la Chandeleur, Mardi Gras, 14 juillet....</li> </ul>
Global Challenges	Students will be able to: <ul style="list-style-type: none"> <li>o discuss environment issues in French</li> <li>o discuss human rights issues in French</li> <li>o discuss economical issues in French</li> <li>o discuss health issues in French</li> <li>o discuss nutrition issues in French</li> </ul>	<ul style="list-style-type: none"> <li>o song: C'est ma terre de Christophe Maé</li> <li>o short story : L'homme qui plantait les arbes de Jean Giono</li> </ul>



	<ul style="list-style-type: none"><li>o discuss issues of peace and war in French</li></ul>	
Esthetics (Beauty) in the French Culture	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>o classify famous examples of French architecture</li><li>o interpret excerpts of French literature</li><li>o recognize various genres of French music</li><li>o appraise classic French films and gain an appreciation for French cinema</li></ul>	<ul style="list-style-type: none"><li>o poem: Hymne à la beauté de Charles Baudelaire</li><li>o song : Victime de la mode de MC Solaar</li></ul>





# Upper School Curriculum

## FLG 300: Intermediate-Mid German

In this course students develop their language skills using a variety of authentic materials from German language texts and multimedia sources. The more complex grammatical structures of the language and idiomatic expressions are studied and utilized in regular composition and conversational activities.

### TARGETED LEVEL OF PROFICIENCY:

Students in this class will work toward an Intermediate-Mid level of proficiency in German, which is characterized by:

- o ability to use strings of sentences to ask and answer questions and handle simple transactions related to everyday life.
- o ability to use appropriate time frames for everyday topics both orally and in writing.
- o ability to write short, loosely connected paragraphs related to familiar topics and personal experiences.
- o ability to understand the main ideas and significant details in extended discussions and presentations.
- o ability to acquire new knowledge and information from authentic texts, including short literary texts and media.

### SCOPE AND SEQUENCE:

UNIT TITLE	COMMUNICATION GOALS	MAJOR STRUCTURES	CULTURE
(3) Du bist der Größte	Students will learn to describe their sports interests and other hobbies.	Comparison of adjectives	Popular sports in the German-speaking countries, etc.
(4) Kaufen kaufen kaufen	Students will be able to go shopping for clothing and describe outfits.	Adjective endings	Online shopping sites, cultural differences on shopping as a lifestyle characteristic
Janosch: Komm, wir finden einen Schatz	Students will be able to: <ul style="list-style-type: none"> <li>o retell a story in the past tense</li> <li>o discuss what brings happiness</li> </ul>	past tenses	Students will be introduced to a popular children’s author and will watch videos of additional stories.
(5) Wohnräume	Students will be able to: <ul style="list-style-type: none"> <li>o describe their own rooms</li> <li>o describe where something is</li> <li>o explain where to put something</li> <li>o name pieces of furniture and items in the house</li> </ul>	accusative, dative and two-way prepositions	How do people in German-speaking countries live differently than in the US? And why? What is different in their living spaces?
(6) Wie geht’s denn so?	Students will be able to: <ul style="list-style-type: none"> <li>o report and ask how things are going</li> <li>o talk about feelings</li> <li>o say what someone ought to do</li> <li>o contradict someone</li> <li>o apologize</li> </ul>	reflexive verbs	How are greetings, etiquette, and other mannerisms different than in the US?
Der Mann, der nie zu spät kam	Students will read this short story and practice retelling it in the past tense.	Imperfect tense	Was ist typisch Deutsch? We will investigate this question using online resources from German news sites.
(7) Wie schmeckt’s?	Students will be able to: <ul style="list-style-type: none"> <li>o talk about eating habits</li> </ul>	subordinated clauses, possessive articles	Students will receive an introduction to European cuisine and learn what is different eating in various eating establishments.



	<ul style="list-style-type: none"><li>o say what they like and don't like to eat</li><li>o understand a recipe</li><li>o understand texts about food</li><li>o order food</li></ul>		
(8) Leseratten: Einstein	Students will be able to: <ul style="list-style-type: none"><li>o read another detective story with more ease</li><li>o apply the two different past tense forms appropriately</li><li>o give reasons and make predictions about who the thief is</li></ul>	Imperfect, relative clauses	
Das Wunder von Bern	Students will learn to understand and moderate a soccer or other team sport game and to understand sports broadcasts.		Students will watch this film about the 1954 World Championships in Bern. We will discuss the importance and organization of soccer in Germany, so that students can discuss these topics on the exchange trip next year.



# Upper School Curriculum

## FLG 400: Intermediate-High German

In this course students continue to develop their language skills through a series of discussions and projects related to literary texts, cultural topics, and current events in the German-speaking world. Students at this level are narrating and describing at length when speaking and writing in German and are working toward time frame accuracy.

### TARGETED LEVEL OF PROFICIENCY:

Students in this class will work toward an Intermediate-High level of proficiency in German, which is characterized by:

- o ability to use connected sentences to handle the majority of practical needs related to everyday life.
- o ability to combine time frames for everyday topics both orally and in writing.
- o ability to compose cohesive paragraphs about everyday events and situations.
- o ability to understand the main ideas and significant details in extended discussions and presentations.
- o ability to derive substantial meaning from authentic texts, including literary texts and media.

### SCOPE AND SEQUENCE:

THEME/CONTENT	OUTCOME	STRUCTURES	CULTURE
Leute heute (people today)	Students will be able to: describe personalities, discuss their dreams, examine friendship, describe heroes.	All past tense forms: Perfekt, Präteritum, and Plusquamperfekt, verbs with cases and prepositions	How is friendship and the topic of heroes viewed differently in Germany?
Erkönig	Students will be able to: write a poem, interpret a famous German poem, compare musical styles of the poem set to music, interpret a song text.		Johann Wolfgang von Goethe: introduction to the author Goethe: Erkönig Rammstein: Erkönig rock version Schubert: Erkönig Hilary Hahn: Erkönig
Wohnwelten (living arrangements)	Students will be able to: describe a chart, describe how Germans live, discuss living arrangements in the German-speaking countries and how they differ from the U.S.	Subjunctive II case	Why do Germans live differently than Americans? Landflucht und Mieterhöhungen.
Die Lisa	Students will cover a survey of German history through the eyes of a woman who lived from the 1880's until after reunification.	Passive voice	How have the events throughout German history shaped the issues of today? What were the events that shaped history in this part of the world?
Endlich Urlaub! (Vacation, finally!)	Students will be able to describe the type of travel and destinations which interest them, understand the cultural differences regarding the concept of vacation in Europe, be able to plan a detailed trip using authentic resources, and practice typical conversational situations for the exchange trip	Prepositions, subordinating conjunctions	Vacation destinations in German-speaking countries and how to negotiate a trip as a tourist.
"Jojo sucht das Glück"	Students not participating in the exchange trip will work with an online telenovela.	Relative clauses, infinitive phrases	Cultural differences in Germany, studying in college in Germany.



German Exchange Preparation	Students will review practical situations they will encounter on the exchange trip.	Relative clauses, infinitive phrases	German school system, restaurants, shopping, political system and political parties, giving directions.
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# Upper School Curriculum

## FLG 550: Studies in German Language and Culture

This course is designed specifically for students who have completed Intermediate-High German but wish to consolidate their language skills before taking an advanced level course. The emphasis in this class is upon the production of sustained written and oral discourse, with particular attention to increasing the level of control in the past tenses.

### TARGETED LEVEL OF PROFICIENCY:

Students in this class will continue to hone the skills associated with an Intermediate-High level of proficiency in German, with some movement towards Advanced level tasks. Intermediate-High proficiency is characterized by:

- o ability to use connected sentences to handle the majority of practical needs related to everyday life.
- o ability to combine time frames for everyday topics both orally and in writing.
- o ability to compose cohesive paragraphs about everyday events and situations.
- o ability to understand the main ideas and significant details in extended discussions and presentations.
- o ability to derive substantial meaning from authentic texts, including literary texts and media.

### SCOPE AND SEQUENCE:

Theme/Content	Outcome	Structures	Culture
Leute heute (people today)	Students will be able to: describe personalities, discuss their dreams, examine friendship, describe heroes.	past tense forms, including the Perfekt, Präteritum, and Plusquamperfekt, verbs with cases, and prepositions	How is friendship and the topic of heroes viewed differently in Europe?
Erlkönig	Students will be able to: write a poem, interpret a famous German poem, compare musical styles of the poem set to music, interpret a song text	Infinitive phrases, relative clauses	Johann Wolfgang von Goethe: introduction to the author Goethe: Erlkönig Rammstein: Erlkönig Schubert: Erlkönig
Wohnwelten (living arrangements)	Students will be able to: describe a chart, describe how Germans live, discuss living arrangements	separable prefix verbs asking w-questions nominative case	Why do Germans live differently than Americans?
Fritzi war dabei	This story is about German reunification through the eyes of a child in East Germany.	Subjunctive case	This content serves as background knowledge for the side trip to Berlin during the exchange trip.
Das Stenogramm	Students will be able to: read a famous short story and interpret the meaning	adjective endings	Das Stenogramm: Max von der Grün
German Exchange Prep	Students will review practical situations they will encounter on the exchange trip, including preparation for visiting Berlin.	grammar review	Berlin
Mini-unit: Fußball (soccer)	Students will be able to understand a soccer broadcast, moderate and describe a soccer game, describe players on the national teams in Germany (women's and men's team)		Students will learn about the cultural significance of soccer in Germany. They will be able to discuss a game with their host families in Germany.



# Upper School Curriculum

## Advanced German Trimester Electives

The Advanced German course offerings consist of a series of trimester electives in which students develop their language proficiency in the context of key themes related to German history and culture. Juniors must take three trimester courses in order to fulfill their graduation requirement, while seniors could take fewer. However, any student planning to take the German Language and Culture AP Exam in May must take three trimester courses with the T3 course including intensive AP preparation. The elective topics will be different every year so that juniors and seniors may take new courses throughout their final two years at Cary Academy.

Targeted Level of Proficiency: Advanced

The Advanced level of proficiency is characterized by:

- o ability to narrate and describe with detail in all major time frames.
- o ability to express thoughts clearly using a range of vocabulary and incorporating some idiomatic expressions.
- o ability to write cohesive texts up to several paragraphs in length with good control of syntactic structures.
- o ability to understand extended discussions and presentations with ease.
- o ability to derive significant meaning from a variety of authentic texts, including longer literary texts and film.

### FLG 601: Capitalism with a Human Face

This trimester will revolve around a reading of Friedrich Dürrenmatt’s *Besuch der alten Dame*, a Swiss tragicomedy play. This mainstay of German literature, often taught in college courses, is simultaneously humorous and tragic and is a strong social commentary on capitalism. The reading will dovetail with a unit on consumerism in Germany, which highlights how Germany developed a social market economy that can be contrasted with the free market economy of the U.S. Do crucial differences exist and will they remain? Where do humanity and justice intersect regarding money matters? What role do money and capitalism play in our society today?

#### SCOPE AND SEQUENCE:

T1: CAPITALISM WITH A HUMAN FACE	OUTCOME	STRUCTURES	CULTURE
<b>Shopping, Consumption</b>	Students will discuss cultural differences related to consumption in Europe vs. the U.S. and consider their own consumption habits.	meaning of prefixes and prepositions, subjunctive II case	What impact does shopping have on the environment? How do shopping options and habits affect lifestyle?
<b>Besuch der alten Dame</b>	Students will be able to comprehend humor in German literature and will engage on the topic of justice and humanity in this tragic comedy based upon capitalistic ideals.	relative clauses, passive voice	What is the role of money and capitalism in society today? This unit includes a made-for-TV movie based on this Swiss play.
<b>Social Market vs. Free Market Economy</b>	Students will learn about the differences in economic systems in the US and the German-speaking countries of Europe.	Per student request	This unit will focus on current events, social policy, and daily lifestyle choices.



## FLG 602: CIVIL COURAGE

This trimester course will explore how Germany has dealt with the aftermath of WWII from a social policy perspective. We will begin with a unit on civil disobedience during WWII (focusing on the resistance group "The White Rose") and civil courage as it exists today, then move on to the topic of "Vergangenheitsbewältigung", the uniquely German form of denazification and "coming to terms" with this period in their history. How did the denazification process shape future social policy and generations of Germans to come, and has it been effective?

### SCOPE AND SEQUENCE:

T2: CIVIL COURAGE	OUTCOMES	STRUCTURES	CULTURE
<b>Der Schwarzfahrer</b>	Students are introduced to the topic of civil courage.	Preposition cases	Short film about our reaction to racism and intolerance
<b>Das Stenogramm</b>	Students will read a short story about civil courage in daily life.	Adjective endings	
<b>Familienrevier</b>			Short film
<b>Die weiße Rose</b>	Students will become familiar with resistance groups during WWII in Germany.	Da-wo compounds	Exercepts from both the book and the recent movie: "The White Rose"
<b>Denazification in post-WWII Germany</b>	Students will become familiar with the German denazification process and how it affects public policy and public discourse today.	By student request	The process and outcomes of denazification efforts in Germany. Current examples of civil courage from the news will also be explored.

## FLG 603: GERMAN MODERNISM

This trimester will combine a unit of Modernist art in German-speaking Europe with AP preparation. We will begin with the Jugendstil art nouveau movement of Vienna at the turn of the 20th century, which included visual art, music, and architecture threads. Then we will explore German Expressionism, centering on the art movements "Die Brücke" and "Der blaue Reiter". At the same time, students choosing to take the German Language and Culture AP Exam will hone their proficiency skills and learn how to speak and write effectively on the exam. This course will be partially taught in a Blended Learning format, where students not taking the AP exam will take part in the art units three days a week and complete other coursework outside of class, while AP students will attend class in the traditional format with one class day per week dedicated to AP exam preparation.

### SCOPE AND SEQUENCE:

TOPIC	OUTCOMES	STRUCTURES	CULTURE
<b>T3: Modernism</b>			
<b>German Art: Jugendstil in Vienna, German Expressionismus</b>	Students will be able to describe and interpret artwork in German. They will be able to explain their preferences involving artists of the Jugendstil and German Expressionist movements.	Adjective endings, student choice grammar review	Klimt, Schiele, Kokoschka, Wagner, Blaue Brücke, etc. Students may choose either a visual art, architecture, or music focus. Exerpts from the film "Lady in Gold."
<b>AP Preparation/Modernist Art Projects</b>	Students will complete intensive preparation for the AP German Exam.	Formal "Sie" form and other AP-specific grammar needs.	Supplemental listening and reading, practice exam practice.



**CARY ACADEMY**

Note that three new trimester courses will be offered each year, so that both juniors and seniors have new curriculum for four years of world language study in German. Students wishing to perform very well on the AP German Language and Culture Exam are encouraged to take the exam at the end of senior year following three trimesters of German courses in that year.





# Upper School Curriculum

## FLS 100: Novice Spanish

Emphasis in this course is on the acquisition of the four language skills: listening, speaking, reading and writing. Students develop a base vocabulary and learn simple grammatical constructions needed for essential communication. They are also introduced to important aspects of the history and culture of the Spanish-speaking countries.

### TARGETED LEVEL OF PROFICIENCY: NOVICE

The Novice level of proficiency is characterized by:

- o ability to use memorized words and phrases to talk about familiar topics related to school, home and the community.
- o ability to understand the target language when it is spoken in short, simple phrases and sentences.
- o ability to read brief texts with comprehension, especially texts containing cognates and/or supported by visual cues.
- o ability to write sentences in present time frame.

### SCOPE AND SEQUENCE:

THEMES/CONTENT	COMMUNICATION GOALS (OUTCOME) STUDENTS WILL BE ABLE TO:	STRUCTURES	CULTURE
<ul style="list-style-type: none"> <li>o Alphabet</li> <li>o Classroom items</li> <li>o Days of the week</li> <li>o Months</li> <li>o Useful expressions in the classroom</li> <li>o Holidays</li> <li>o Weather expressions</li> <li>o School subjects</li> <li>o Seasons of the year</li> </ul>	<ul style="list-style-type: none"> <li>o Spell and pronounce Spanish words</li> <li>o Greet and make introductions</li> <li>o Say goodbye and to use certain courtesy phrases</li> <li>o Describe items related to the classroom</li> <li>o Express common classroom phrases</li> <li>o Ask questions</li> <li>o Express days, dates, and certain holidays</li> </ul>	<ul style="list-style-type: none"> <li>o Pronunciation and correct spelling of Spanish words</li> <li>o Ask questions</li> <li>o Tell time</li> <li>o Verbs used with weather</li> </ul>	<ul style="list-style-type: none"> <li>o Greetings and introductions</li> <li>o Saying goodbye and common courtesies.</li> <li>o Geography of all Spanish-speaking countries, customs and traditions in general.</li> </ul>



<ul style="list-style-type: none"> <li>o People</li> <li>o Family</li> <li>o Physical characteristics</li> <li>o Personality traits</li> <li>o Temporary states and conditions</li> <li>o Reading of short stories</li> </ul>	<ul style="list-style-type: none"> <li>o Introduce oneself and others formally and informally</li> <li>o Identify oneself and others</li> <li>o Describe people physical and personalities</li> <li>o Describe family members</li> <li>o Express temporary states, sensations, and conditions</li> <li>o Formulate questions</li> <li>o Ask and tell one's origin</li> <li>o Express one's age and others</li> </ul>	<ul style="list-style-type: none"> <li>o Personal pronouns</li> <li>o The verbs Ser</li> <li>o Descriptive adjectives, gender and number agreement</li> <li>o The verbs tener and estar</li> <li>o Ser + de</li> <li>o Form questions</li> </ul>	<ul style="list-style-type: none"> <li>o Mexican geography</li> <li>o Formal vs. informal introductions</li> <li>o Frida Kahlo: life and art</li> <li>o Multigenerational families</li> <li>o Comparison between families in the US and Mexico</li> <li>o Diversity in the Mexican population</li> <li>o The importance of soccer in Mexico</li> <li>o La quinceanera</li> <li>o Los voladores de Papantla</li> <li>o Teotihuacan</li> <li>o</li> <li>o</li> </ul>
<ul style="list-style-type: none"> <li>o Parts of a house</li> <li>o Furniture</li> <li>o Household items</li> <li>o Household chores and actions</li> <li>o Leisure activities</li> <li>o Useful expressions</li> <li>o Reading of short stories</li> </ul>	<ul style="list-style-type: none"> <li>o Identify people and things</li> <li>o Describe one's house</li> <li>o Describe in detail</li> <li>o Express existence and location</li> <li>o Describe one's classroom</li> <li>o Identify the location of objects</li> <li>o Express common activities</li> <li>o Express obligation or necessity</li> </ul>	<ul style="list-style-type: none"> <li>o Identify nouns, gender, number and articles</li> <li>o Express existence using the verb haber</li> <li>o Express location or place</li> <li>o Conjugate present tense verbs (-ar,-er,-ir)</li> <li>o Express obligation with "tener que" and "hay que"</li> <li>o Specify frequency using adverbs</li> </ul>	<ul style="list-style-type: none"> <li>o The composition of the streets in Old San Juan</li> <li>o Units of measure used in Puerto Rico</li> <li>o Design and rationale of roofs in Puerto Rican buildings</li> <li>o Symbols of Puerto Rico</li> <li>o Famous Puerto Rican monuments</li> <li>o</li> <li>o</li> <li>o</li> </ul>
<ul style="list-style-type: none"> <li>o Stores in a shopping center</li> <li>o Clothing</li> <li>o Footwear</li> <li>o Characteristics of clothing and footwear</li> <li>o Useful expressions when shopping</li> <li>o Two functions of the word "mayor"</li> <li>o Reading of short stories</li> </ul>	<ul style="list-style-type: none"> <li>o Talk about shopping and schedules</li> <li>o Express movement and to ask and state where someone is going</li> <li>o Express what someone wishes to purchase</li> <li>o Ask and state when someone is going to a location</li> <li>o Express likes and dislikes</li> <li>o Describe and compare clothing and footwear</li> <li>o Compare prices of items</li> <li>o</li> </ul>	<ul style="list-style-type: none"> <li>o Express actions in the present through irregular verbs: e-&gt; ie, o-&gt; ue</li> <li>o Express where someone is going with the verb "ir"</li> <li>o Express likes and dislikes</li> <li>o Express location with demonstrative adjectives</li> <li>o Make comparisons</li> </ul>	<ul style="list-style-type: none"> <li>o Cultural information about Guatemala: el quetzal, Tikal, Rigoberta Menchu and la marimba</li> <li>o Antigua</li> <li>o The market in Chichicastenango</li> <li>o Muñecos quitapenas</li> <li>o The role of jade in ancient culture</li> <li>o Clothing and textiles</li> <li>o Currency in Guatemala</li> <li>o</li> </ul>



# Upper School Curriculum

## FLS 200: Intermediate-Low Spanish

In this course students continue to develop vocabulary while expanding their knowledge of Spanish sentence structure. They also begin reading simple texts on a variety of subjects from the Spanish-speaking world and practice their composition and conversation skills.

### TARGETED LEVEL OF PROFICIENCY: INTERMEDIATE-LOW

The Intermediate-Low level of proficiency is characterized by:

- o ability to use simple sentences to ask and answer questions and handle simple transactions related to everyday life.
- o ability to create with the target language by combining and recombining learned phrases and words.
- o ability to express thoughts in a single time frame.
- o ability to understand the main ideas when listening to conversations dealing with familiar topics.
- o ability to write simple messages and read authentic texts dealing with familiar topics.

### SCOPE AND SEQUENCE:

THEMES/CONTENT	STRUCTURES	CULTURE	OUTCOME
<ul style="list-style-type: none"> <li>o General review of previous vocabulary (school, home, clothes, past times, routine)</li> </ul>	<ul style="list-style-type: none"> <li>o Ser vs estar</li> <li>o Adjectives</li> <li>o Articles</li> <li>o Gustar</li> <li>o Adverbs</li> <li>o Regular present tense verbs</li> <li>o Reflexive verbs</li> <li>o Present tense stem change verbs</li> <li>o Irregular yo verbs in the present tense</li> <li>o Ir</li> </ul>	<ul style="list-style-type: none"> <li>o The Spanish-speaking world</li> <li>o Differences in terminology</li> <li>o The use of tú and Usted</li> <li>o</li> </ul>	<ul style="list-style-type: none"> <li>o Describe and identify</li> <li>o Express likes and habitual actions</li> <li>o Express place and existence</li> <li>o</li> </ul>
<ul style="list-style-type: none"> <li>o Personal and family relationships</li> <li>o Physical characteristics and personality traits</li> <li>o Emotional states and feelings</li> <li>o Personal information</li> <li>o Daily routines</li> </ul>	<ul style="list-style-type: none"> <li>o Possessives</li> <li>o Adjectives and nouns</li> <li>o Comparisons and superlatives</li> <li>o Interrogatives</li> <li>o Ser vs estar</li> </ul>	<ul style="list-style-type: none"> <li>o Geography of Central America</li> <li>o Fernando Botero</li> <li>o "Me Voy", song by Julieta Venegas</li> <li>o How last names are formed</li> </ul>	<ul style="list-style-type: none"> <li>o Describe family and family members</li> <li>o Ask questions regarding families</li> <li>o Spontaneously describe various people</li> <li>o Discuss daily routines</li> </ul>
<ul style="list-style-type: none"> <li>o Household chores</li> <li>o Furniture and objects in a house</li> <li>o Electrical appliances</li> <li>o The neighborhood - places and services</li> <li>o</li> <li>o</li> </ul>	<ul style="list-style-type: none"> <li>o The present progressive</li> <li>o Direct object pronouns</li> <li>o Indirect object pronouns</li> <li>o Demonstratives</li> <li>o Prepositions of location</li> </ul>	<ul style="list-style-type: none"> <li>o Geography of Las Antillas</li> <li>o Cultural comparisons with houses</li> <li>o Arabic and Spanish</li> <li>o "Me Enamora", song by Juanes</li> </ul>	<ul style="list-style-type: none"> <li>o Describe their house and its contents</li> <li>o Understand description of houses and rooms</li> <li>o Talk about household chores</li> <li>o Talk about general layout of towns in the Spanish-speaking world</li> </ul>



<ul style="list-style-type: none"><li>o Clothing and accessories</li><li>o Describing clothes</li><li>o Stores and establishments</li><li>o Shopping</li></ul>	<ul style="list-style-type: none"><li>o The preterite tense of regular -ar verbs</li><li>o The preterite tense of regular -er and -ir verbs</li><li>o The preterite tense of the verbs: ser, ir, dar, ver, tener, estar, hacer, decir</li></ul>	<ul style="list-style-type: none"><li>o Geography of South America</li><li>o "Corazón en la Maleta", song by Luis Fonsi</li></ul>	<ul style="list-style-type: none"><li>o Talk about, in detail, their clothing and the clothing of others</li><li>o Discuss what they did and when it happened</li><li>o Create endings of stories in the past</li></ul>
<ul style="list-style-type: none"><li>o Foods</li><li>o Buying food</li><li>o In the kitchen</li><li>o In the restaurant</li></ul>	<ul style="list-style-type: none"><li>o Expressing amount</li><li>o Singular affirmative tú commands</li></ul>	<ul style="list-style-type: none"><li>o Cultural aspects of meal times</li><li>o Most popular foods in Argentina</li><li>o Traditional Hispanic dishes</li></ul>	<ul style="list-style-type: none"><li>o Place an order at a restaurant and buy a variety of foods in the grocery store</li><li>o Talk about how to prepare the food, and how to set the table</li><li>o Give instructions on how to prepare food</li></ul>



# Upper School Curriculum

## FLS 300: Intermediate-Mid Spanish

In this course students continue to develop vocabulary while expanding their knowledge of Spanish sentence structure. They also begin reading simple texts on a variety of subjects from the Spanish-speaking world and practice In this course students develop their language skills using a variety of authentic materials from Spanish language texts and multimedia sources. The more complex grammatical structures of the language and idiomatic expressions are studied and utilized in regular composition and conversational activities.

### TARGETED LEVEL OF PROFICIENCY: INTERMEDIATE-MID

The Intermediate-Mid level of proficiency is characterized by:

- ability to use strings of sentences to ask and answer questions and handle simple transactions related to everyday life.
- ability to use appropriate time frames for everyday topics both orally and in writing.
- ability to write short, loosely connected paragraphs related to familiar topics and personal experiences.
- ability to understand the main ideas in extended discussions and presentations.
- ability to acquire new knowledge and information from authentic texts, including short literary texts and media.

### SCOPE AND SEQUENCE:

Students' reading, writing, listening and speaking skills will be developed in the context of the following:

THEMES	STRUCTURES	CULTURE	COMMUNICATION GOALS (STUDENTS WILL BE ABLE TO:)
<ul style="list-style-type: none"> <li>Physical characteristics and personality traits</li> <li>Family relationships</li> <li>Biographies</li> <li>Reading of short stories</li> </ul>	<ul style="list-style-type: none"> <li>Ser and estar</li> <li>Comparatives and superlatives</li> <li>The imperfect and the past progressive</li> <li>Expressing possession</li> <li>The preterit and the imperfect tenses</li> <li>Time expressions for narration</li> </ul>	<ul style="list-style-type: none"> <li>Mafalda by the strip cartoonist Quino.</li> <li>Comic strips in Hispanic culture.</li> <li>Spanish court painters: Diego Velázquez and Francisco de Goya.</li> <li>Estereotipos familiares.</li> <li>Fiestas familiares.</li> <li>Traditional Hispanic legends.</li> <li>Esmeralda Santiago Cuando era puertorriqueña.</li> <li>Leyendas de Guatemala.</li> <li>A legend of the origin of the Inca Empire.</li> <li>Latin American population.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare people.</li> <li>Talk about customary and ongoing actions in the past.</li> <li>Express possession.</li> <li>Talk about the cycle of life.</li> <li>Tell a story in the past.</li> <li>Talk about famous Hispanic cartoon characters, describe some famous portraits by Hispanic painters, and familiarize themselves with some legends from around the Hispanic world.</li> </ul>
<ul style="list-style-type: none"> <li>Personal relationships</li> <li>Introductions, expressions to invite accept, and reject an invitation</li> <li>Reading of short stories</li> </ul>	<ul style="list-style-type: none"> <li>Direct and indirect object pronouns</li> <li>Reflexive and reciprocal verbs</li> <li>Expressing wishes, likes, and preferences</li> </ul>	<ul style="list-style-type: none"> <li>La leyenda de san Jordi.</li> <li>Social networks.</li> <li>Gustavo Adolfo Bécquer.</li> <li>El juego de pelota.</li> <li>Physical contact among Hispanics.</li> </ul>	<ul style="list-style-type: none"> <li>Express feelings.</li> <li>Talk about personal and social relationships.</li> <li>Make introductions and invitations.</li> <li>Express wishes and likes.</li> </ul>



	<ul style="list-style-type: none"> <li>o Non- reflexive verbs used with pronouns</li> <li>o Expressing need and obligation</li> <li>o Speaking about the future</li> </ul>	<ul style="list-style-type: none"> <li>o El pueblo mixteco.</li> <li>o Juegos precolombinos.</li> <li>o El baile en el mundo latino.</li> <li>o El lenguaje SMS.</li> <li>o Juan Luis Guerra: A singer from the Dominican Republic.</li> <li>o Traditional Latin American and Spanish festivities.</li> </ul>	<ul style="list-style-type: none"> <li>o Express needs and obligations.</li> <li>o Make future plans.</li> <li>o Talk about some holidays, sports, and dances of the Spanish-speaking world.</li> </ul>
<ul style="list-style-type: none"> <li>o Clothing</li> <li>o Describing objects</li> <li>o Household chores and professions</li> <li>o Reading of short stories</li> </ul>	<ul style="list-style-type: none"> <li>o The past participle</li> <li>o The present perfect tense</li> <li>o Indefinites</li> <li>o Impersonal constructions and the pronoun se</li> <li>o Demonstratives</li> </ul>	<ul style="list-style-type: none"> <li>o Traditional and regional Latin American costumes.</li> <li>o Latin American fashion and style.</li> <li>o Recycling with clothing.</li> <li>o Cultural symbols: The wiphala.</li> <li>o El Mercado de Otavalo (Ecuador).</li> <li>o Colonial farms in Latin America.</li> <li>o Hotels and tourism in Latin American countries.</li> <li>o Flamenco dance and music.</li> <li>o Superstitions.</li> <li>o The Andalusian patio in Cordoba, Spain.</li> <li>o Colonial architecture and cities in Latin America.</li> <li>o</li> </ul>	<ul style="list-style-type: none"> <li>o Discuss clothes.</li> <li>o Talk about recent actions.</li> <li>o Describe objects.</li> <li>o Describe past experiences.</li> <li>o Talk about chores.</li> <li>o Talk about some regional costumes and symbols from the Spanish-speaking world, haciendas in Latin America, and flamenco dance and music.</li> </ul>
<ul style="list-style-type: none"> <li>o Foods</li> <li>o Healthy habits</li> <li>o The human body</li> <li>o Reading of short stories</li> </ul>	<ul style="list-style-type: none"> <li>o Commands</li> <li>o Verbs that express change</li> <li>o Para and por</li> <li>o Making value statements</li> <li>o The conditional tense</li> <li>o Giving advice and recommendations</li> </ul>	<ul style="list-style-type: none"> <li>o Traditional Latin dishes (La ropa vieja).</li> <li>o Agriculture and staple foods used in Hispanic countries (La quinua).</li> <li>o Traditional Latin American recipes and food preparation.</li> <li>o Tourist sites and resorts in Latin American countries.</li> <li>o Cities and geographic locations in Latin America (Punta del Este).</li> <li>o Medicinal and therapeutic practices in Hispanic countries.</li> <li>o El hospital de Jesús</li> <li>o El marcapasos.</li> </ul>	<ul style="list-style-type: none"> <li>o Talk about food nutrition.</li> <li>o Give commands and orders.</li> <li>o Express change.</li> <li>o Talk about healthy habits.</li> <li>o Make value statements.</li> <li>o Talk about the human body.</li> <li>o Give recommendations and advice.</li> <li>o Talk about different dishes.</li> </ul>



<ul style="list-style-type: none"> <li>○ Jobs and professions</li> <li>○ Work and technology</li> <li>○ Reading of short stories</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ The gender of nouns</li> <li>○ Expressing feelings</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ The Aztec legend about the origin of corn.</li> <li>○ César Chávez and other Hispanic civil rights leaders.</li> <li>○ El Día del Trabajo.</li> <li>○ Astronautas hispanos.</li> <li>○ Mass communication used in communities: El Diario La Prensa and television in Spanish.</li> <li>○ Successful Hispanic professionals.</li> <li>○ Organizations and individuals that assist people in Hispanic communities.</li> <li>○ Sustainable tourism.</li> <li>○ Human rights and environmental concerns in Hispanic communities: Frente de Defensa de la Amazonía.</li> <li>○ Universities in Hispanic Countries.</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ Talk about professions and job titles.</li> <li>○ Talk about work and technology.</li> <li>○ Provide details and talk about unknown things or people.</li> <li>○ Talk about influential Hispanic civic rights leader and some well-known Hispanic professionals, as well as some of the media and NGOs of the Spanish-Speaking countries.</li> </ul>
<ul style="list-style-type: none"> <li>○ Historical figures, events, civilizations</li> <li>○ Politics and government</li> <li>○ Society</li> <li>○ Reading of short stories</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ The passive voice</li> <li>○ The past tenses (review)</li> <li>○ Referring to the stages of an action</li> <li>○ Uses of the indicative (review)</li> <li>○ Articles (review)</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ History and culture of the Mayan civilization. Mayan archaeological treasures.</li> <li>○ UNESCO World Heritage Sites.</li> <li>○ La Organización de los Estados Americanos (OEA).</li> <li>○ The meaning of national flags.</li> <li>○ Women political leaders in Hispanic countries.</li> <li>○ La Orquesta Sinfónica Juvenil de las Américas.</li> <li>○ Multicultural populations and celebrations.</li> <li>○ El Museo del Barrio (New York).</li> <li>○ A poem by Nicolás Guillén (Cuba).</li> <li>○ Una ciudad con historia: Barcelona</li> <li>○ History of Hispanic cities and countries.</li> </ul>	<ul style="list-style-type: none"> <li>○ Talk about historic facts and events.</li> <li>○ Talk about how things have been done and by whom.</li> <li>○ Talk about politics and ideologies.</li> <li>○ Express the different stages of an action.</li> <li>○ Talk about important times in the history of Latin America and Spain, familiarize themselves with current politics, and talk about social and cultural events.</li> </ul>



# Upper School Curriculum

## FLS 400: Intermediate-High Spanish

Students continue to develop their language skills through communicative tasks, discussions and projects related to cultural aspects, current events in the Spanish-speaking world and lengthier literary texts. Students will also have the opportunity to build their vocabulary and perfect their pronunciation.

### TARGETED LEVEL OF PROFICIENCY: INTERMEDIATE-HIGH

The Intermediate-High level of proficiency is characterized by:

- o ability to use connected sentences to handle the majority of practical needs related to everyday life.
- o ability to combine time frames for everyday topics both orally and in writing.
- o ability to compose cohesive paragraphs about everyday events and situations.
- o ability to understand the main ideas and significant details in extended discussions and presentations.
- o ability to derive substantial meaning from authentic texts, including literary texts and media.

### SCOPE AND SEQUENCE:

THEME/CONTENT	STRUCTURES	CULTURE	OUTCOME
<b>Cuéntame de tus memorias favoritas.</b>	<ul style="list-style-type: none"> <li>o Preterite tense (regulars and irregulars)</li> <li>o Imperfect tense (regulars and irregulars)</li> <li>o Future</li> <li>o Conditional</li> <li>o Agreement</li> <li>o Object pronouns</li> <li>o Demonstratives</li> <li>o Comparisons</li> <li>o</li> </ul>	<ul style="list-style-type: none"> <li>o "Tu Falta de Querer," song by Mon Laferte</li> <li>o "Creando un monstruo," podcast from Radio Ambulante</li> </ul>	<ul style="list-style-type: none"> <li>o Narrate about favorite memories in the past</li> <li>o Compare experiences</li> <li>o</li> </ul>
<b>En la ciudad</b>	<ul style="list-style-type: none"> <li>o Formal commands (affirmative and negative; singular and plural)</li> <li>o Review of present tense</li> <li>o Review prepositions of location</li> <li>o Present subjunctive with recommendations</li> <li>o</li> </ul>	<ul style="list-style-type: none"> <li>o Understand sarcasm via a guide to survive in Mexico City</li> <li>o Discuss significant points of interest in Buenos Aires</li> <li>o</li> </ul>	<ul style="list-style-type: none"> <li>o Give and understand directions</li> <li>o Discuss advantages and disadvantages of city living</li> <li>o Provide recommendations and suggestions</li> <li>o Convince someone to move to the area</li> <li>o</li> <li>o</li> <li>o</li> <li>o</li> </ul>
<b>Los estudios y los trabajos</b>	<ul style="list-style-type: none"> <li>o Present subjunctive with wishes and impersonal expressions</li> <li>o Present subjunctive with cuando</li> <li>o The passive voice</li> <li>o Past participles</li> </ul>	<ul style="list-style-type: none"> <li>o Public vs private education in the USA</li> <li>o Educational process to get into the Universidad de Buenos Aires (UBA)</li> <li>o Understand different attitudes towards</li> </ul>	<ul style="list-style-type: none"> <li>o Discuss pros and cons of public &amp; private education</li> <li>o Explain and compare the university processes for UBA and the USA</li> </ul>





		education in Argentina and the USA	<ul style="list-style-type: none"><li>○ Review and describe personal accounts of Argentinian students</li></ul>
<b>Breve historia de la Argentina</b>	<ul style="list-style-type: none"><li>○ Past participles as adjectives</li><li>○ Present perfect</li></ul>	<ul style="list-style-type: none"><li>○ Discuss migration in the 1800's</li><li>○ Understand the military dictatorship</li><li>○ Present day problems</li></ul>	<ul style="list-style-type: none"><li>○ Have a deeper understanding of the country and people of Argentina</li><li>○ Individualized research about a cultural or historical topic in Argentina</li><li>○</li></ul>
<b>Crimen y violencia</b>	<ul style="list-style-type: none"><li>○ Review passive voice</li><li>○ Present subjunctive with emotion</li></ul>	<ul style="list-style-type: none"><li>○ Increase knowledge of organized crime</li></ul>	<ul style="list-style-type: none"><li>○ Research different groups and how they came to exist</li><li>○ Discuss their effect on culture and society</li></ul>



# Upper School Curriculum

## FLS 550: Intermediate-High Spanish

In this course students will explore various historical events and cultural aspects of Latin America and Spain through films. The emphasis in this class is upon the production of sustained written and oral discourse in Spanish.

### SCOPE AND SEQUENCE:

THEME/CONTENT	COMMUNICATIVE/ FUNCTIONAL GOAL	STRUCTURES	CULTURE	FILMS
<ul style="list-style-type: none"> <li>o Class/race relations in Mexico.</li> <li>o Useful expressions</li> <li>o Family relationships.</li> <li>o Politics in 1970s Mexico.</li> </ul>	<ul style="list-style-type: none"> <li>o Class/race in México</li> <li>o The dynamic of a poor domestic worker in an upper- middle class family's home.</li> <li>o Motherhood</li> <li>o Symbiotic relationship between an employer and household servant.</li> <li>o Loneliness</li> <li>o Abandonment</li> <li>o Why was it filmed in black and white?</li> <li>o The role of men in the movie</li> <li>o Symbolism (The car, the dog excrement, the water)</li> </ul>	<ul style="list-style-type: none"> <li>o Verbs like "gustar"</li> <li>o High level present tense</li> <li>o Present subjunctive</li> <li>o Direct/indirect object pronouns</li> <li>o Narration using preterit and imperfect.</li> <li>o Demonstrative adjectives</li> <li>o Ordinal vs. Cardinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>o 1970's Mexico City</li> <li>o Bourgeois families in Mexico City–Who raises the children?</li> <li>o Roma</li> <li>o The Copus Christi Massacre</li> <li>o Alfonso Cuarón</li> <li>o Machismo</li> <li>o Indigenous people in Mexico and other Latin American countries.</li> <li>o Mixteza–Cleo's native language.</li> <li>o Indigenous languages and people.</li> </ul>	<ul style="list-style-type: none"> <li>o Roma</li> <li>o Academy Award Winner–Best Director, Best Cinematography and Best Foreign Language Film, 2019.</li> <li>o</li> </ul>
<ul style="list-style-type: none"> <li>o Modismos</li> <li>o Idiomatic expressions.</li> <li>o Fantasy and fairy tales.</li> <li>o Marriage and divorce in Spain</li> <li>o Family dynamics</li> </ul>	<ul style="list-style-type: none"> <li>o The effects of the Spanish Civil War</li> <li>o Fantasy vs. War</li> <li>o Life and death in the context of war</li> <li>o Importance of "Decision"</li> <li>o Obedience vs. Free will</li> </ul>	<ul style="list-style-type: none"> <li>o Direct object and indirect pronouns</li> <li>o Verbs with prepositions</li> <li>o The passive voice</li> <li>o The verbs ser and estar</li> </ul>	<ul style="list-style-type: none"> <li>o Francisco Franco</li> <li>o Mussolini– National Fascist Party</li> <li>o Hitler's influence on Franco</li> <li>o The genre of magical realism</li> <li>o The Generation of 1898</li> <li>o Salvador Dali and Joan Miro</li> <li>o Propaganda in fascist Spain</li> </ul>	<ul style="list-style-type: none"> <li>o</li> <li>o El Laberinto de Fauna</li> </ul>



			<ul style="list-style-type: none"> <li>o Ernest Hemingway's fascination with the Spanish culture and the Spanish Civil War.</li> <li>o The absence of the Spanish Royal family during the dictatorship of Franco.</li> <li>o Don Juan Carlos' reinstatement as King of Spain.</li> <li>o Establishment of a democratic monarchy.</li> <li>o Parliament vs. Congress/Senate here in the US.</li> <li>o The role of a prime minister vs. a president</li> </ul>	
<ul style="list-style-type: none"> <li>o History</li> <li>o Politics and government</li> <li>o Social and environmental issues</li> <li>o Physical conditions and moods</li> <li>o Life cycle</li> <li>o Healthcare - illness, symptoms, and medical specialists</li> </ul>	<ul style="list-style-type: none"> <li>o Body image</li> <li>o Death and dying</li> <li>o Role of caregivers</li> <li>o Disability</li> <li>o Empathy</li> <li>o Euthanasia</li> <li>o Human worth</li> <li>o Assisted suicide</li> <li>o Narrate the major events in the movie</li> </ul>	<ul style="list-style-type: none"> <li>o The past participle</li> <li>o Present and past perfect</li> <li>o Future perfect tense</li> <li>o Express condition</li> </ul>	<ul style="list-style-type: none"> <li>o Ramón Sampedro</li> <li>o The role of the Catholic Church on Spain's government.</li> <li>o Law and medicine in Spain.</li> <li>o Farmacias</li> <li>o Hospitals in Spain-socialized medicine</li> <li>o Love in the Time of Cholera</li> <li>o Frida Kahlo's spinal injuries.</li> <li>o Galicia, Spain</li> <li>o Division of Spanish regions</li> <li>o Popularity of cliff diving in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>o El Mar Adentro (Government vs. personal rights)</li> <li>o Academy Award Winner-Best Foreign Film, 2005.</li> <li>o Academy Award best actor nominee: Javier Bardem.</li> </ul>
<ul style="list-style-type: none"> <li>o Leisure time and entertainments</li> <li>o Travel accommodations</li> </ul>	<ul style="list-style-type: none"> <li>o Explore and explain the reasons that lead to the Dirty War in Argentina from 1976-1983.</li> <li>o Discuss the violation of human rights that took place during this period along with the short and</li> </ul>	<ul style="list-style-type: none"> <li>o Use of "vos" (voceato)</li> <li>o Express frequency</li> <li>o Review subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>o Use of "che"</li> <li>o European influence</li> <li>o Soccer</li> <li>o Cuban traditional trova music and the nueva trova, or New Cuban Song</li> <li>o Traditional games and toys among Spanish-speaking</li> </ul>	<ul style="list-style-type: none"> <li>o Cautiva</li> <li>o (Argentinian Dirty War)</li> </ul>



	<ul style="list-style-type: none"> <li>long term consequences for Argentina.</li> <li>o Compare and Contrast Argentina's human rights situation with that of other countries in the region.</li> <li>o Explore how music has been used as a way of protest and call for action.</li> </ul>		<ul style="list-style-type: none"> <li>populations</li> <li>o Extreme sports in Nicaragua</li> <li>o The Ecuadorian Trans-Andean Railway and the Nariz del Diablo Train</li> <li>o El AVE -Spain</li> <li>o La Red Espanola de Albergues Juvelines</li> <li>o La Organizacion Mundial del Turismo</li> <li>o Lake Titicaca</li> <li>o The Colombian writer Gabriel Garcia Márquez</li> <li>o Tourist attractions in Latin America</li> </ul>	
<ul style="list-style-type: none"> <li>o Useful expressions</li> <li>o Means of communication</li> <li>o Physical and personality traits</li> <li>o Family relationships</li> </ul>	<ul style="list-style-type: none"> <li>o Discuss the reasons that lead families to migrate to the US and how it affects the family unit.</li> <li>o Discuss the dangers that illegal immigrants face in the desert.</li> <li>o Compare &amp; contrast the lives of children abandoned by one of their parents due to illegal immigration.</li> <li>o Describe the working conditions of illegal immigrants in the US and express your feelings about it.</li> </ul>	<ul style="list-style-type: none"> <li>o Descriptive adjectives</li> <li>o Reflexive and reciprocal verbs</li> <li>o Likes/dislikes using several verbs like "gustar"</li> <li>o Express quantity indefinite adjectives or pronouns, adverbs of quantity, and other expressions</li> </ul>	<ul style="list-style-type: none"> <li>o USCIS - naturalization exam</li> <li>o USCIS - legal procedures</li> <li>o Comparison of different protocols for different countries</li> <li>o Families in and out of the US</li> <li>o Hispanic immigration in the US</li> <li>o The Mexican tradition of piñatas</li> <li>o Emotive language in Hispanic countries</li> <li>o Mariachi music</li> <li>o Las mañanitas</li> <li>o The Peruvian chasquis</li> <li>o La carta de los Reyes Magos</li> <li>o The Gomeran whistle</li> <li>o ¿Prensa digital o prensa en papel?</li> <li>o Social Networks in Spanish</li> <li>o Julio Cortázar</li> </ul>	<ul style="list-style-type: none"> <li>o La Misma Luna</li> <li>o (Illegal Immigration and families)</li> </ul>
o Art and paintings	o Investigate what	o Comparisons	o Tourism	o Diarios de



<ul style="list-style-type: none"><li>o Architecture and sculpture</li><li>o Shapes</li><li>o Colors</li><li>o Materials</li><li>o Literature genre</li></ul>	<p>led to the Cuban revolution?</p> <ul style="list-style-type: none"><li>o Who placed an embargo against Cuba and why?</li><li>o Why did the Cuban Revolution have powerful domestic and international repercussions?</li><li>o Why Castro's government began a program of nationalization and political consolidation that transformed Cuba's economy and civil society?</li><li>o How the Cuban revolution also heralded an era of Cuban intervention in foreign military conflicts, including the <a href="#">Angolan Civil War</a> and the <a href="#">Nicaraguan Revolution</a>?</li></ul>	<ul style="list-style-type: none"><li>o Diminutives</li><li>o Give advice and make recommendations</li><li>o</li></ul>	<ul style="list-style-type: none"><li>o Freedom of Speech</li><li>o Singers</li><li>o Music</li><li>o Dominoes</li><li>o Calle 8</li><li>o Communism</li><li>o The Mexican Muralist movement and muralist painters Diego Rivera, David Alfaro Siqueiros, and Jose Clemente Orozco</li><li>o The Colombian artist Fernando Botero</li><li>o El arte en la calle</li><li>o The Spanish architect Rafael Moneo</li><li>o La Ciudad Universitaria de Caracas</li><li>o The Spanish sculptor Eduardo Chillida</li><li>o The Argentinian writer Jorge Luis Borges and his short story EL Sur</li><li>o Premios literarios</li><li>o The Chilean writer Isabel Allende</li><li>o Latina American literary boom in the 1960s.</li></ul>	<p>Motocicleta</p> <ul style="list-style-type: none"><li>o El Che 1</li><li>o El Che 2</li><li>o Viva Cuba</li><li>o (Cuban Revolution and U.S. Embargo)</li></ul>
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<ul style="list-style-type: none"><li>○ Research of Spanish Films of student's interest</li><li>○</li></ul>	<ul style="list-style-type: none"><li>○ Research award winning movies or documentaries in the Spanish-speaking world</li><li>○ Become familiarized with actors, actresses, directors</li><li>○ Discuss films of interest</li><li>○ Evaluate the content of the film</li><li>○ Compare and contrast these Spanish films with other non-American films</li><li>○ Create a film critique essay</li><li>○</li></ul>	<ul style="list-style-type: none"><li>○ Reinforced grammar structures reviewed and learned throughout the course</li><li>○</li></ul>	<ul style="list-style-type: none"><li>○ Research of Spanish Films of student's interest</li></ul>	<ul style="list-style-type: none"><li>○ Research award winning movies or documentaries in the Spanish-speaking world</li><li>○ Become familiarized with actors, actresses, directors</li><li>○ Discuss films of interest</li><li>○ Evaluate the content of the film</li><li>○ Compare and contrast these Spanish films with other non-American films</li><li>○ Create a film critique essay</li></ul>
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# Upper School Curriculum

## FLS 600: Advanced Studies in Spanish Language

In this course students continue to fine-tune the Spanish language skills acquired in previous years of Spanish study. Most students in this course choose to sit for the Advanced Placement (AP) examination in Spanish Language. Accordingly, there is an intense emphasis on the finer points of grammar and composition, as well as on the development of listening and impromptu speaking skills.

### Targeted Level of Proficiency: Advanced

The Advanced level of proficiency is characterized by:

- ability to narrate and describe with detail in all major time frames.
- ability to express thoughts clearly using a range of vocabulary and incorporating some idiomatic expressions.
- ability to write cohesive texts up to several paragraphs in length with good control of syntactic structures.
- ability to understand extended discussions and presentations with ease.
- ability to derive significant meaning from a variety of authentic texts, including longer literary texts and film.

### SCOPE AND SEQUENCE:

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>o Mythology(Neso/Hércules)</li> <li>o Chichén Itzá</li> <li>o La leyenda de Canek y Sac-nicté</li> <li>o Un día en Córdoba</li> <li>o Diversidad Cultural</li> <li>o Las Jarchas</li> <li>o La rama seca</li> <li>o Los chicos</li> <li>o Bernardino</li> <li>o Los Aymaras, Primeros habitantes de Tiahuanaco</li> <li>o El Popol Vuh</li> <li>o El Camino de Santiago</li> <li>o El rastro de tu sangre en la nieve</li> <li>o El Camino de Santiago</li> <li>o La empresa cultural de Alfonso X el Sabio</li> <li>o Other readings from newspapers and magazines and anthologies (current events)</li> <li>o La rama seca</li> <li>o Mitología griega</li> <li>o Lecturas de temas sociales</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>o Haber, ser, estar</li> <li>o Subject and verb agreement</li> <li>o Present Tense and its uses in different contexts</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>o Códices precolombinos</li> <li>o La medicina Azteca</li> <li>o La Peste Negra en España</li> <li>o Los Andes</li> <li>o El proyecto de los Reyes Católicos</li> <li>o Fray Bartolomé de las Casas</li> <li>o El renacimiento de España</li> <li>o El Imperio decadente</li> <li>o La América colonial</li> <li>o Crecimiento y desarrollo en Hispanoamérica</li> <li>o La ilustración de España</li> <li>o Intervención e independencia</li> <li>o Other readings from newspapers and magazines and anthologies (current events)</li> <li>o Leyes de los acentos</li> <li>o Nature and animal preservation</li> <li>o Ebola and Nipah Virus</li> <li>o Other Infectious diseases</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>o Formal and Informal Imperatives</li> <li>o Present Perfect</li> <li>o Relative Pronouns</li> <li>o Speaking in Future Tense</li> <li>o Impersonal statements</li> <li>o Continue review of the Subjunctive</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>o Mythology (Neso/Hércules)</li> <li>o Chichén Itzá</li> <li>o La leyenda de Canek y Sac-nicté</li> <li>o Un día en Córdoba</li> <li>o Diversidad Cultural</li> <li>o Las Jarchas</li> <li>o La rama seca</li> <li>o Los chicos</li> <li>o Bernardino</li> <li>o Los Aymaras, Primeros habitantes de Tiahuanaco</li> <li>o El Popol Vuh</li> <li>o El Camino de Santiago</li> <li>o El rastro de tu sangre en la nieve</li> <li>o El Camino de Santiago</li> <li>o La empresa cultural de Alfonso X el Sabio</li> <li>o Other readings from newspapers and magazines and anthologies (current events)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>o Haber, ser, estar</li> <li>o Subject and verb agreement</li> <li>o Present Tense and its uses in different contexts</li> <li>o Preterit and Imperfect tenses</li> <li>o Direct and indirect object pronouns</li> <li>o Review of the Subjunctive</li> </ul>



- o Preterit and Imperfect tenses
- o Direct and indirect object pronouns
- o Review of the Subjunctive

**Outcomes:**

- o Students will be able to express their ideas and opinions about events that take place in both present and past with focus on social issues.
- o Students will be able to narrate short stories about events that took place once or several times in the past.
- o Students will be able to talk about hypothetical events that took place in the past or that could have taken place in the past.
- o Students will be able to explain why poverty can become a vicious circle in some societies and how the environment where you live can determine your future.

**Outcomes:**

- o Students will be able to discuss topics that will take place in the future.
- o Students will be able to verbalize personal opinion about hypothetical situations that could take place in the future.
- o Students will be able to solicit information in formal and informal social situations.
- o Students will be able to articulate events that have just taken place.
- o Students will be able to apply accent marks to their writing skills by learning all the accent rules in detail.
- o Students will become experts on specific animals and topics related to nature. Then, they will be able to verbalize their opinion and discuss in written form what needs to be done to preserve the environment for a better future.

**Outcomes:**

- o Students will be able to express their ideas and opinions about events that take place in both present and past with focus on social issues.
- o Students will be able to narrate short stories about events that took place once or several times in the past.
- o Students will be able to talk about hypothetical events that took place in the past or that could have taken place in the past.
- o Students will be able to explain why poverty can become a vicious circle in some societies and how the environment where you live can determine your future.





# Upper School Curriculum

## FLS 700: Advanced Studies in Spanish Literature

In this course students read and discuss major works of Spanish literature. The authors studied vary from year to year. Most students in this course choose to sit for the Advanced Placement (AP) examination in Spanish literature.

### GENERAL COURSE OBJECTIVES:

1. To analyze the social, historic and cultural context of each literary work
2. To write well organized and developed essays at a sophisticated level of language proficiency
3. To do a thorough reading of literary texts of all genres in Spanish
4. To interpret and analyze critically the form and content of literary works
5. To analyze and interpret the following topics represented in different works: Diversity, classism, imperialism, chauvinism, social relations, the patriarchal system, sexuality, traditions, carpe diem, memento mori, the individual and his surroundings, nature and the environment, relation of time and space, lineal and circular time, family relations, construction of reality, public and private image, introspection, the creative process, etc.

### SCOPE AND SEQUENCE:

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
<b>Middle Ages:</b> El Conde Lucanor <b>Golden Age:</b> Don Quijote de la Mancha Naufragios El Burlador de Sevilla <b>Romanticismo:</b> El alacrán de fray Gomez <b>Modernismo y Posmodernismo:</b> El Hijo <b>Realismo-Naturalismo:</b> Las medias rojas <b>Generación del 98:</b> San Manuel Bueno, mártir La casa de Bernarda Alba <b>Vanguardia:</b> El Sur No oyes ladrar los perros <b>Latinos en los Estados Unidos:</b> Mi caballo mago <b>El boom Latino americano:</b> Dos palabras La noche boca arriba Continuidad de los parques Spanish and Latin American Art Current and Global themes connected to Literature	<b>Continue with El boom Latino Americano:</b> Chac Mool Un día de estos El ahogado más hermoso del mundo La prodigiosa tarde de Baltazar Un señor muy viejo con unas alas enormes La viuda de Montiel La siesta del martes <b>Poetry:</b> Romance de la pérdida de Alhama Romance del Conde Lucanor Sonetos de Luis de Góngora y Argote Sonetos de Garcilaso de la Vega Rimas de Gustavo Aldolfo Bécquer Canción del pirata En una tempestad Cantos de vida y esperanza Dos patrias tengo yo: Cuba y la noche Yo soy un hombre sincero Peso ancestral Tú me quieres blanca Science and Biology themes	<b>Continue with Poetry:</b> Romancero Gitano Balada de los dos abuelos Sensemayá Oda a la alcachofa Walking around Me gustas cuando callas porque estás como ausente A Julia Burgos Autorretrato