

World Languages: Chinese

Course Title	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Chinese I	<p>Content: Pinyin, Greetings, Basic Personal Information, Dates and Classroom Items</p> <p>Skills: reading and writing pinyin, greeting people in different situations, using dates, asking and answering questions about basic personal information</p>	<p>Content: Family Pets, Chinese Zodiac, Countries, Languages, Classroom Materials</p> <p>Skills: asking ages in a culturally appropriate way, discussing zodiac symbols, asking how well one speaks other languages, identifying and asking for classroom belongings with the possessive form</p>	<p>Content: Sports, Face Features, Food</p> <p>Skills: describing various foods, discussing likes and dislikes, describing people's features with adjectives</p>	<p>Content: Dates, Time, Hobbies</p> <p>Skills: telling time, identifying years and days of the week, saying one's birthday in Chinese, commenting on interest level for activities</p>
Chinese II	<p>Content: Introductions, Social Visits</p> <p>Skills: making introductions, complimenting someone on his/her house, offering beverages</p>	<p>Content: Phone Calls, Appointment, Reflection</p> <p>Skills: answering and initiating a phone conversation, reflecting on the experience of learning Chinese, commenting on one's academic</p>	<p>Content: School Life, Daily Schedule, Shopping</p> <p>Skills: outlining a student's daily schedule, writing a letter in proper format, asking for specific merchandise, understanding Chinese</p>	<p>Content: Weather, Seasons, Transportation</p> <p>Skills: expressing gratitude, discussing the weather, comparing the pros and cons of different transportation from one</p>

		performance, requesting a favor	currency in written and spoken form	place to another
Chinese III	<p>Content: Chinese Cuisine, Dining Etiquette</p> <p>Skills: borrowing and returning personal items; using comparative form 比 & 那么; using 一...也 / 都...不 / 没 structure to indicate exclusivity; pairing Adverb 多 / 少 + Verb; using resultative complement; using the dynamic particle 过 to indicate past experiences; applying the 把 construction; forming the 一...就... structure to indicate immediacy of events</p>	<p>Content: Illness, Preferences, Directions</p> <p>Skills: describing common symptoms of illness; comparing likes and dislikes; giving directions, using 到 + place + 去 + action; reduplicating verbs; indicating the beginning of an action with V + 起来; applying prepositions: 对, 跟, 给; using the 越来越...structure to indicate the increase in degree; using 死了 v.s. 极了 to indicate extreme degree</p>	<p>Content: Invitations, Apartments</p> <p>Skills: accepting and declining an invitation; discussing and negotiating terms of a rental agreement; identifying and using descriptive, directional, and potential complements such as 得 / 不 and 不下; using 就/才 in conditional structure; using Number + 多 to indicate approximate number</p>	<p>Content: Travelling, 2008 Beijing Olympic Games</p> <p>Skills: researching, comparing, and arranging travel plans; expressing the duration of an action; indicating continuation of an action with the verb + 下去; applying the static particle 着; constructing sentences in passive voice: 被 / 让 / 叫; using question pronouns as indefinite references (whoever, whatever, whenever, etc.); compare the different use of verb complements: 的, 得, 地; compare the different degree complements: 还, 再, 又</p>

<p>Chinese IV</p>	<p>Content: College Life, Rhetorical Questions</p> <p>Skills: expressing opinions about living on- or off-campus; describing various aspects of college life; presenting arguments with rhetorical questions using the adverb 难道; constructing existential sentences with 着; using the 是...的 construction; comparing different conjunctions: 于是, 所以, 可是, 但是, 既然, 因此, 因为, 再说, 另外, 无论..., 都...; applying Adj./V + 是 + Adj./V, 可是 / 但是 structure to indicate change of tone</p>	<p>Content: Life Decisions, Dating</p> <p>Skills: justifying decisions (such as major in college); expressing opinions about dating; comparing the 对...来说 and 在我看来, 至于, 要么..., 要么... structures; using V 来 V 去 structure to indicate repetitive action; using 原来 as an adverb and an adjective; identifying Chinese idioms and set phrases such as 丢三拉四, 乱七八糟, 一干二净</p>	<p>Content: Chinese Geography, Media Influence</p> <p>Skills: researching major Chinese cities, provinces, and historical sites; comparing and debating the influence of media; using 还是...吧 structure to indicate suggestion; using 不但不 / 没...反而, 就是..., 也 structure; constructing 难免, 并 + Negative statements, using 除非...才...否则/要不 structure to indicate consequences; incorporating interrogative pronouns (哪儿..., 哪儿...) (什么...什么...) (怎么...怎么...) (谁..., 谁...); applying V1 着 V1 着 + V2 structure to indicate current action</p>	<p>Content: Families, Chinese-speaking Countries, Holidays</p> <p>Skills: analyzing and comparing contemporary families in Chinese-speaking countries; exploring how traditional holidays are celebrated today; constructing sentences using Verb + 着; using structures 跟/和.....相比,..... to make comparison; learning adverbial words such as 根本 and 恐怕; 宁可/宁愿...也不 structure; 之所以.....是因为....., 之一 structure, using 为了... structure</p>
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<p>AP Chinese</p>	<p>Content: Families and Communities, Gender Roles (Traditional versus Modern)</p> <p>Skills: using the pronoun 某 and adverb 毕竟; affirming statements with the 是...的结构; applying 其中 structure, 以 A 为 B structure; using multiple attributes as modifiers; recognizing Chinese idioms 成语 such as 自相矛盾, 对牛弹琴, 愚公移山, 东施效颦</p>	<p>Content: Education, Health, Beauty, Aesthetics</p> <p>Skills: comparing 一直 and 一向; 表面上...; 实际上...; reviewing 把 and 被 structure (active versus passive voice); using 从...起, 万一, 与 as conjunctions and prepositions; recognizing Chinese idioms 成语 such as 拔苗助长, 乐不思蜀, 班门弄斧, 指鹿为马, 望梅止渴, 胸有成竹</p>	<p>Content: Environmental Protection, Global Challenges</p> <p>Skills: constructing sentences with the V1 的 V1, V2 的 V2 structure; using duplicating adjectives; applying passive voice without 被 by using 让, 叫, 给, 使; constructing pivotal sentences; 在...基础上; 尽可能; recognizing Chinese idioms 成语 such as 三人成虎, 完璧归赵, 点石成金, 杞人忧天</p>	<p>Content: AP Chinese Exam, Test-Taking Strategies</p> <p>Skills: developing competency in test-taking strategies; reviewing course content</p>
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World Languages: Spanish

Course Title	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Spanish I	<p>Content: Numbers, Weather, Calendar, Definite and Indefinite Articles, Basic Prepositions</p> <p>Skills: pronouncing Spanish words properly, telling and asking the time, using regular verbs in the present (including the verb gustar), expressing likes and dislikes)</p>	<p>Content: Food and Restaurants, Travel, Sports, Leisure Activities, Formal And Informal Voice</p> <p>Skills: describing their feelings using estar + adjective, talking about their routines, switching between formal and informal voice, ordering foods and drinks</p>	<p>Content: Colors, Family, Fiestas and Other Celebrations, Future Tense</p> <p>Skills: referring to future actions by using ir+a+infinitive, distinguishing and using estar and ser, giving and receiving simple formal commands, conjugating stem-changing verbs</p>	<p>Content: Shopping and Stores, Media and Computer. Object Pronouns</p> <p>Skills: shopping in Spanish, asking for and giving directions, using regular verbs in the preterit tense, talking about TV shows and films, replacing nouns with pronouns, arranging words in their proper order in a sentence</p>
Spanish II	<p>Content: School, Extra Curricular Activities, Daily Routines</p> <p>Skills: using all verb forms of the present tense, including reflexives; speaking about daily routines and about life at school</p>	<p>Content: Clothes, Shopping, Places Around the City, Childhood, Dia de Los Muertos</p> <p>Skills: speaking about past actions (pretérito indefinido vs. imperfecto), using the direct and indirect object pronouns; carry out transactions in different kinds of stores; talking about their lives in the past tense</p>	<p>Content: Childhood, Holidays, News of Natural Disasters and Crisis Situations, Films And TV</p> <p>Skills: writing and speak in all the verb forms of the past tenses, including perfect tenses; discussing leisure time activities including television and film</p>	<p>Content: Cooking, Travelling, Tourism</p> <p>Skills: using the commands (affirmative and negative), applying subjunctive mood (basic); giving directions in a city and explaining how to prepare foods</p>

<p>Spanish III</p>	<p>Content: Activities, Sports, Recreation</p> <p>Skills: using all verb forms of the present tense, speaking about events in the future as well as what they “would do” in a given situation (el condicional); discussing pastimes, sports and other activities</p>	<p>Content: Health and Nutrition, Fitness, Friendship and Love</p> <p>Skills: speaking about actions taking place in the past, giving formal and informal commands, properly use the present subjunctive; using all the perfect tenses, discussing ways of staying in shape; talking about relationships</p>	<p>Content: Job-Searching, The Workplace, Community Service</p> <p>Skills: using the present subjunctive in complex situations, speaking about what they would have done in the past under given circumstances, employing the past subjunctive; applying and interviewing for a job in Spanish; comparing work environments in different Spanish speaking nations</p>	<p>Content: Hispanic Cultures, Civilizations, Archaeology</p> <p>Skills: speaking and writing using all verb forms and tenses, reading documents and literature employing all of these forms; writing a research-based essay on a pre-Colombian culture</p>
<p>Spanish IV</p>	<p>Content: Identity, Authentic Sources</p> <p>Skills: using all verb forms of the present tense, including reflexives, preterite and imperfect; discussing and describing the concept of identity; writing in Spanish; talking about themselves in the past and the present</p>	<p>Content: Celebrations, Family, Spanish-Speaking Countries’ Traditions</p> <p>Skills: speaking about past actions, using the perfect tenses; relating and comparing different celebrations and traditions; using pragmatics for interlingual mediation</p>	<p>Content: Hopes, Dreams, Globalization.</p> <p>Skills: writing and speaking in future and conditional tenses, and an introduction to the subjunctive mood; sharing opinions about world issues and what they expect the future might be like</p>	<p>Content: Life-Changing Events</p> <p>Skills: using the all the subjunctive tenses, including the conditional structures with “si” and indirect speech; writing on a range of topics in Spanish; writing and discussing changeable and uncertain events</p>
<p>AP Spanish</p>	<p>Content: Grammar Concepts, AP Test Format</p> <p>Skills: recalling key grammar concepts, applying the AP Rubric, completing tasks/skills similar to those on the AP exam (listening, writing, speaking, reading)</p>	<p>Content: Social, Economic And Political Institutions</p> <p>Skills: identifying, discussing, and analyzing the issues and impacts of globalization</p>	<p>Content: Ethical Use Of Technology, Spanish-Speaking Countries’ Societies</p> <p>Skills: summarizing a text, joining clauses in sentences to create meaningful communication</p>	<p>Content: Emigration, Historical Contexts Of The Spanish-Speaking Countries</p> <p>Skills: applying all the verb tenses, making comparisons</p>