



# Curriculum

---

## *Foreign Languages*

Scope and Sequence P-8

---

2701 South York Street  
Denver, CO 80210  
(303) 756-9481  
Fax: (303) 756-5512  
[www.st-annes.org](http://www.st-annes.org)

---

## Foreign Language Department Rationale

---

As our society moves toward a global focus, foreign language study becomes increasingly necessary. St. Anne's Episcopal School recognizes the merits of being able to communicate in other languages. The ability to appreciate and understand cultural similarities and differences through linguistic study is an even greater asset. Even if a student is not to continue in foreign language study, the lingual and cultural awareness that he/she has gained can be a lifelong benefit.

The study of foreign languages also reinforces the knowledge and understanding of one's own language by strengthening vocabulary and clarifying concepts of English grammar. The discipline of learning new words and structures, of reading and absorbing ideas from a different culture, greatly helps in preparing the student for lifelong learning.

## Goals of the Foreign Language Department

---

As a means of giving students a greater ability to meet the demands of today's world, the foreign language program at St. Anne's is aimed at the following:

1. developing the students' awareness of the importance of languages, cultures, and customs other than their own;
2. developing communicative skills, including listening, speaking, reading and writing in the target language;
3. exposing students to the arts and literature of the target language;
4. giving students a broad awareness of the linguistic similarities and differences between English and the target language as well as laying a foundation for future language study;
5. developing respect and appreciation of other languages and cultures.

# Foreign Language Department – Middle School Goals for Proficiency

---

## *French and Spanish*

*Upon graduation, students are expected to demonstrate competence in the following skills:*

- Listening** The ability to follow instructions and understand conversations about routine social and academic situations in the past, present, and future.
- Speaking** The ability to maintain conversations using learned vocabulary and grammatical concepts to describe, to narrate in the past, present and future, and to express ideas.
- Reading** The ability to read and comprehend authentic material written with familiar vocabulary.
- Writing** The ability to describe, to express opinions and ideas, to write correspondence, and to narrate using the past, present, and future.
- Culture** Comprehension and recognition of the customs and values, geography, politics, history, people, places and social institutions of the target culture(s).

*Based on the State of Colorado's Model Content Standards for Foreign Language.*

## *Latin*

*Upon graduation, students are expected to demonstrate the following skills:*

- Listening** The ability to understand simple spoken Latin phrases and sentences.
- Speaking** The ability to pronounce Latin words correctly and to read Latin aloud.
- Reading** The ability to read and comprehend material written with familiar vocabulary
- Writing** The ability to translate correctly from Latin into English and from English into Latin using familiar vocabulary and grammar.
- Culture** Comprehension and recognition of contributions of the Roman Empire to law, political institutions, architecture, transportation and culture in the Western world, as well as the Latin language's influence on modern Western languages.

	PRESCHOOL	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE
<b>Spanish</b>	<b>Basic commands</b> <b>Colors</b> <b>Numbers 1–12</b> <b>Animal recognition</b> <b>Hispanic literature</b> <b>Stories in Spanish</b> <b>Songs emphasizing</b> <ul style="list-style-type: none"> <li>vocabulary &amp;</li> <li>pronunciation</li> </ul>	<b>Vocabulary &amp; Communication</b> <ul style="list-style-type: none"> <li>numbers 0–20</li> <li>colors (primary &amp; secondary)</li> <li>commands (TPR)</li> <li>shapes</li> <li>me gusta(n) with animals &amp; food</li> </ul> <b>Cultural Awareness</b> <ul style="list-style-type: none"> <li>Mexico</li> <li>map</li> <li>Mexican Hat Dance</li> <li>adobe</li> <li>El Pollo Loco</li> <li>Hispanic origin games &amp; dances</li> <li>Chili ristras</li> </ul>	<b>Vocabulary &amp; Communication</b> <ul style="list-style-type: none"> <li>numbers 0–29</li> <li><i>soy una niña</i></li> <li><i>es una niña, un niño;</i></li> <li>colors</li> <li>family</li> <li>pets</li> <li>body parts introduction</li> </ul> <b>Cultural Awareness</b> <ul style="list-style-type: none"> <li>tropical rainforest</li> <li>South America</li> <li>animals</li> <li>products</li> <li>art project</li> <li>games</li> <li>music</li> <li>dance</li> </ul>	<b>Vocabulary &amp; Communication</b> <ul style="list-style-type: none"> <li>numbers 0–49</li> <li>alphabet</li> <li>greetings &amp; goodbyes</li> <li>names, introductions &amp; age</li> <li>questions &amp; responses</li> <li>farm animals</li> <li>classroom objects</li> <li>days &amp; date</li> <li>expressions with <i>tener</i></li> <li>cognates</li> </ul> <b>Recycle</b> <ul style="list-style-type: none"> <li>shapes</li> <li>colors</li> </ul> <b>Cultural Awareness</b> <ul style="list-style-type: none"> <li>Central America</li> <li>art</li> <li>music</li> <li>dance</li> </ul>	<b>Vocabulary &amp; Communication</b> <ul style="list-style-type: none"> <li>loan words &amp; more cognates</li> <li><i>es</i> &amp; <i>son</i></li> <li>alphabet &amp; spelling</li> <li>numbers 0–100</li> <li>time of day</li> <li>careers</li> <li>family members age, birth dates, jobs</li> <li>gender of nouns, definite articles</li> <li>adjectives</li> <li>zoo animals &amp; habitats</li> <li>seasons &amp; weather</li> <li>body parts</li> <li>more classroom objects</li> </ul> <b>Recycle</b> <ul style="list-style-type: none"> <li>pets &amp; farm animals</li> <li>calendar</li> </ul> <b>Cultural Awareness</b> <ul style="list-style-type: none"> <li>Mexican influence in southwestern U.S.</li> <li>architecture</li> <li>literature</li> <li>art</li> <li>piñatas</li> <li>mosaics</li> </ul>

	GRADE FOUR	GRADE FIVE	GRADE SIX	GRADE SEVEN	GRADE EIGHT
<b>Spanish</b>	<p><b>Vocabulary &amp; Communication</b></p> <ul style="list-style-type: none"> <li>• indefinite articles</li> <li>• introduction to agreement</li> <li>• <i>estar</i> &amp; moods</li> <li>• house</li> <li>• prepositions of location</li> <li>• food</li> <li>• destination &amp; places</li> <li>• clothing</li> </ul> <p><b>Review &amp; Recycle</b></p> <ul style="list-style-type: none"> <li>• gender of nouns</li> <li>• definite articles</li> <li>• numbers</li> <li>• date</li> <li>• time</li> <li>• seasons &amp; weather</li> <li>• family</li> <li>• animals</li> <li>• body &amp; clothing</li> <li>• <i>tener</i> expressions</li> <li>• <i>me gusta(n)</i></li> </ul> <p><b>Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Mayan civilization</li> <li>• literature</li> <li>• art</li> <li>• music</li> <li>• dance</li> <li>• games</li> </ul>	<p><b>This method for instruction for this one-semester class is TPRS (Teaching Proficiency through Reading and Storytelling, formerly Total Physical Response Storytelling).</b></p> <p><b>Skills Emphasized</b></p> <ul style="list-style-type: none"> <li>• phonics &amp; pronunciation</li> <li>• spelling</li> <li>• writing</li> <li>• listening</li> <li>• reading aloud</li> <li>• organization</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• greetings</li> <li>• basic expressions</li> <li>• exclamations</li> <li>• question words</li> <li>• story building words (TPRS)</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• definite &amp; indefinite articles</li> <li>• adjective agreement</li> <li>• subject pronouns</li> <li>• intro to verb conjugation</li> <li>• third-person singular verb forms</li> <li>• hay</li> <li>• prepositions</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Spanish-speaking country project</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• alphabet</li> <li>• greetings &amp; introductions</li> <li>• class objects &amp; commands</li> <li>• school subjects</li> <li>• time &amp; date</li> <li>• numbers 0–100</li> <li>• colors</li> <li>• descriptions &amp; characteristics</li> <li>• clothing</li> <li>• family</li> <li>• emotion &amp; states of being</li> <li>• sports</li> <li>• weather &amp; seasons</li> <li>• idiomatic expressions with <i>tener</i></li> <li>• snack foods</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• gender &amp; number of nouns</li> <li>• definite &amp; indefinite articles</li> <li>• yes/no questions</li> <li>• information questions</li> <li>• noun-adjective agreement</li> <li>• possession &amp; possessive adjectives</li> <li>• adverbs of frequency</li> <li>• subject pronouns</li> <li>• present tense <ul style="list-style-type: none"> <li><i>ser</i> &amp; <i>estar</i></li> <li><i>gustar</i> with verbs</li> <li>irregular verbs (<i>ir, tener, etc.</i>)</li> <li>stem-changing verbs (e&gt;ie)</li> </ul> </li> <li>• comparatives</li> <li>• present progressive tense</li> <li>• direct object pronouns</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• the United States: Miami, San Antonio, Los Angeles</li> <li>• México D.F. &amp; El Zócalo</li> <li>• San Juan, Puerto Rico</li> <li>• formal &amp; informal address</li> <li>• geography &amp; climate</li> <li>• holidays</li> <li>• music</li> <li>• Quinceañera</li> <li>• education</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• numbers to 1,000,000</li> <li>• prepositions</li> <li>• house</li> <li>• pastimes</li> <li>• chores</li> <li>• food</li> <li>• places</li> <li>• city &amp; countryside</li> <li>• transportation</li> <li>• professions</li> <li>• markets &amp; bargaining</li> <li>• daily routine</li> <li>• body</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• present tense continued <ul style="list-style-type: none"> <li>stem-changing verbs (o&gt;ue, e&gt;i)</li> <li>irregular verbs continued</li> <li><i>ser</i> vs. <i>estar</i></li> <li><i>saber</i> vs. <i>conocer</i></li> <li><i>gustar</i> with nouns</li> </ul> </li> <li>• informal affirmative commands</li> <li>• informal negative commands</li> <li>• indirect object pronouns</li> <li>• reflexive verbs</li> <li>• pronoun placement</li> <li>• demonstrative adjectives &amp; pronouns</li> <li>• negative &amp; indefinite words</li> <li>• superlatives</li> <li>• adverbs with <i>-mente</i></li> <li>• ordinal numbers</li> <li>• preterit tense <ul style="list-style-type: none"> <li>regular &amp; spelling change</li> <li>irregular</li> </ul> </li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Oaxaca, México</li> <li>• Barcelona, Spain</li> <li>• Quito &amp; Otavalo, Ecuador</li> <li>• art</li> <li>• bargaining</li> <li>• currency</li> <li>• Spanish cuisine</li> <li>• architecture</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• nationalities</li> <li>• household furnishings</li> <li>• household chores</li> <li>• leisure activities</li> <li>• camping</li> <li>• travel &amp; hotel</li> <li>• personal care</li> <li>• health &amp; fitness</li> <li>• department store</li> <li>• food</li> <li>• news</li> <li>• shopping</li> <li>• jobs</li> <li>• environment</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• preterit tense continued</li> <li>• imperfect tense</li> <li>• preterit &amp; imperfect in narration</li> <li>• possessive adjective long forms</li> <li>• possessive pronouns</li> <li>• double object pronouns</li> <li>• formal &amp; plural commands</li> <li>• <i>Hace</i> with expressions of time</li> <li>• present subjunctive</li> <li>• present perfect tense</li> <li>• future tense</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• New York, Los Angeles, Chicago, Miami</li> <li>• Mexico City &amp; El Chapultepec</li> <li>• Puerto Rico</li> <li>• Madrid, Spain</li> <li>• San José, Costa Rica</li> <li>• summer reading</li> <li>• Latin-American cuisine</li> <li>• entertainment &amp; media</li> <li>• art</li> <li>• currency</li> <li>• shopping</li> <li>• pre-Columbian history</li> <li>• famous Spanish-speaking people</li> <li>• sites in Spanish-speaking countries</li> </ul>

	GRADE FIVE	GRADE SIX	GRADE SEVEN	GRADE EIGHT
<b>French</b>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• cognates &amp; loan words</li> <li>• basic commands</li> <li>• colors</li> <li>• numbers</li> <li>• time</li> <li>• calendar &amp; dates</li> <li>• weather</li> <li>• clothing</li> <li>• likes &amp; dislikes</li> <li>• animals</li> <li>• body parts</li> <li>• food</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• gender of nouns</li> <li>• definite articles</li> <li>• adjective agreement</li> <li>• forming questions</li> <li>• negative sentences</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• French-speaking countries</li> <li>• geography of France</li> <li>• French Impressionism</li> <li>• food</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• greetings</li> <li>• alphabet</li> <li>• nationalities</li> <li>• numbers 0–100</li> <li>• time, calendar, seasons</li> <li>• weather</li> <li>• food</li> <li>• classroom objects</li> <li>• interrogatives</li> <li>• descriptive adjectives</li> <li>• action verbs</li> <li>• family</li> <li>• clothing</li> <li>• money</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• noun gender &amp; number</li> <li>• question formation</li> <li>• negative constructions</li> <li>• adjective agreement</li> <li>• subject pronouns</li> <li>• infinitives</li> <li>• double verb constructions</li> <li>• present tense verbs (-er)</li> <li>• irregular verbs: <i>avoir, être, faire</i></li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Francophone influence in U.S.</li> <li>• Québec &amp; carnival</li> <li>• customs in French-speaking countries</li> <li>• school in France</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• numbers to 1,000</li> <li>• clothing</li> <li>• modes of transportation</li> <li>• body parts</li> <li>• personal characteristics</li> <li>• family &amp; home</li> <li>• personal possessions</li> <li>• places/towns</li> <li>• school</li> <li>• food</li> <li>• weather</li> <li>• sports &amp; entertainment</li> <li>• travel</li> <li>• colors</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• regular verbs (-er, -re, -ir)</li> <li>• irregular verbs</li> <li>• present tense</li> <li>• compound past tense with <i>avoir &amp; être</i></li> <li>• immediate future tense</li> <li>• imperative</li> <li>• definite &amp; indef. articles</li> <li>• question formation</li> <li>• possessive adjectives</li> <li>• demonstrative adjectives</li> <li>• negative sentences</li> <li>• prepositions</li> <li>• idiomatic expressions</li> <li>• stress pronouns</li> <li>• adjective placement &amp; agreement</li> <li>• ordinal numbers</li> <li>• partitive article</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• geography</li> <li>• food</li> <li>• music</li> <li>• current events</li> <li>• poetry &amp; literature</li> <li>• French-speaking regions of the world</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• numbers to 1,000,000</li> <li>• nationalities</li> <li>• school subjects</li> <li>• household furnishings</li> <li>• leisure activities</li> <li>• personal care/body parts</li> <li>• travel &amp; transportation</li> <li>• food</li> <li>• correspondence</li> <li>• idiomatic expressions</li> <li>• clothing &amp; fashion</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• compound past tense</li> <li>• imperfect tense</li> <li>• immediate future tense</li> <li>• imperative</li> <li>• reflexive verbs</li> <li>• direct &amp; indirect object pronouns</li> <li>• comparison &amp; superlatives</li> <li>• adverb formation</li> <li>• interrogative &amp; relative pronouns</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Francophone cultures</li> <li>• art &amp; music</li> <li>• current events &amp; politics</li> <li>• famous places &amp; people</li> <li>• literature &amp; poetry</li> <li>• French youth: education, slang, popular culture</li> </ul>

	GRADE SEVEN	GRADE EIGHT
<i>Latin</i>	<p><b>Vocabulary</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• first conjugation</li> <li>• present tense</li> <li>• future tense</li> <li>• nominative case</li> <li>• genitive case</li> <li>• accusative case</li> <li>• dative case</li> <li>• ablative case</li> <li>• subject-verb agreement</li> <li>• appositive</li> <li>• word order</li> <li>• derivation, classical roots</li> <li>• noun-adjective agreement</li> <li>• first declension nouns</li> <li>• second declension nouns</li> </ul> <p><b>Translation</b></p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Roman Life</li> <li>• food</li> <li>• customs</li> <li>• architecture</li> <li>• Roman numerals</li> </ul>	<p><b>Vocabulary</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• second conjugation</li> <li>• third conjugation</li> <li>• principal parts of verbs</li> <li>• perfect tense</li> <li>• verb synopsis</li> <li>• ablative case</li> <li>• derivation, classical roots</li> </ul> <p><b>Translation</b></p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Roman life</li> <li>• food</li> <li>• customs</li> <li>• history</li> <li>• Roman influence on Western Civilization</li> <li>• famous Romans</li> </ul>