

LaSalle-Peru Township High School District 120



Fine Arts/World Languages Curriculum

Adopted by the Board of Education, August 15, 2018

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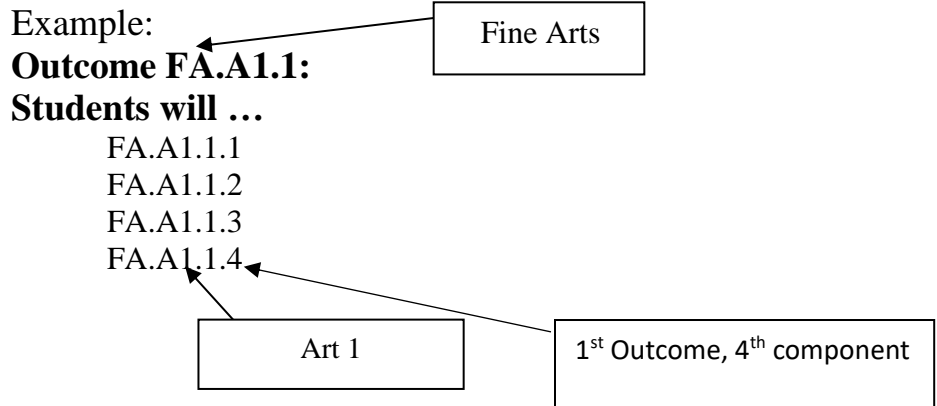
Introduction

The purpose of the LaSalle-Peru Township High School District's Fine Arts and World Languages Curriculum is to provide coherent, rigorous instruction that results in students with enhanced personal and cognitive skills. Studies show that students who study the arts and world languages exhibit higher scores on standardized exams in math, reading comprehension, and vocabulary. The curriculum will produce learners with non-academic benefits such as promoting self-esteem, motivation, aesthetic awareness, cultural exposure, creativity, improved emotional expression, as well as social harmony and appreciation of diversity.

The curriculum includes specific outcomes and components which further clarify the skills necessary to achieve each outcome. Each outcome also describes the depth of knowledge and level of rigor required for students to demonstrate their conceptual understanding of the outlined curriculum.

The *Outcomes and Components* are **grade-level/course specific**. These have been carefully aligned to the National Language Standards, Illinois Standards for Fine Arts, National Association for Music Standards, and the National Music and Visual Arts Standards and teachers are expected to align their instruction to the identified outcomes for each course. Outcomes express the essential learning that all students in the course must know or be able to do in the content area. They make connections among separate concepts or skills described in the components. Outcomes require high cognitive levels and direct assessment. Components state simple and complex concepts or skills that students must know or do in order to perform each outcome. All outcomes and components are to be included within the course of instruction for the year. Assessments will be written at the outcome level.

Each outcome has been assigned a code number consisting of symbols for content area, grade level or course, and outcome number. In the example shown below, FA stands for Fine Arts (content area) – A1 stands for Art 1 (course) – 1 symbolizes that it is the first outcome in this course.



At the end of each outcome, the code number in parentheses indicates National Language Standards, Illinois Standards for Fine Arts, and the National Music and Visual Arts Standards to which it aligns and includes the category, domain, and standard number.

There are many steps to the curriculum implementation process. The draft curriculum will be implemented during the 2017-18 school year. During that time, teachers will provide feedback to validate the draft curriculum. Based on teacher feedback, the SAC will then make revisions as deemed necessary and finalize the curriculum. During the 2018-19 school year, the SAC will select aligned resources and develop common outcome assessments. The following year, 2019-20, teachers will administer the assessments and provide feedback to validate them. The SAC will make revisions and finalize the assessments. The curriculum and assessments will be fully implemented for several years before the curriculum development process begins again in 2022-23.

We Are



District Mission Statement

The Mission of LaSalle-Peru Township High School is to educate all students to the highest standards in a safe and challenging environment while developing within each of them:

- The ability to think critically, solve problems, and communicate effectively.
- Pride and respect in themselves, school, and community.
- An inspiration to become life-long learners who meet the challenges of an ever-changing and diverse world.

Vision Statement

Learn... Grow... Lead... Excellence is our Standard.

Beliefs

We believe that...

- Every person should strive for excellence.
- Every person is unique and worthy of respect.
- LPHS is the core of the community.
- Students need a safe school.
- Today's learners must be educated to meet tomorrow's challenges.

Fine Arts Subject Area Mission

Students who successfully complete Fine Arts courses will demonstrate the appropriate skills necessary to create, perform, present, respond, and connect the arts effectively throughout the school and community.

World Language Subject Area Mission

Students who successfully complete the World Language courses will demonstrate communication skills in a second language and will develop into critical thinking citizens who competently interact with diverse groups of people in various settings.

Course Purposes

Art Foundations:

Students will interpret the elements and principles of art. They will apply appropriate vocabulary to describe and compare or contrast works of art from the past. Students will express themselves by creating works of art by applying a variety of media, tools and techniques. Students will analyze their art and select works for display in the school and community.

Advanced Placement Art:

Students will experience a variety of concepts, techniques, art mediums, and approaches designed to demonstrate their abilities as well as their versatility with specific techniques, problem solving, and ideations. Students will develop a portfolio investigating an idea of personal interest to them and a strong underlying visual idea reflecting issues related to two dimensional design,

Studio Ceramics:

Students will apply a variety of ceramic hand building techniques to create expressive pottery. They will apply appropriate vocabulary to express themselves. They will distinguish works from the past. They will analyze and select their works for display in the school and community.

Studio Painting:

Students will apply watercolor and acrylic painting techniques to create expressive works of art. They will use appropriate vocabulary to expressive themselves. They will distinguish works of the past. They will analyze and select their works for display in the school and community.

Photography:

Students will examine the basics of digital photography. Students will identify and describe photographic medium and the essential tools of the photographer. They will practice camera techniques, create photographic images as well as finishing and mounting prints. They will identify and describe image makers from the past and present and their works.

Band/Percussion Ensemble:

Students will create and perform level appropriate music for concerts, contests, parades and ceremonies throughout the school year. Students will connect their personal interests, experiences, ideas and knowledge into creating, performing, and responding to music.

AP Music Theory:

Students will develop their ability to recognize, understand, and describe the basic processes of music using aural, analytical, and compositional experiences.

Treble/Mixed/Concert Choir:

Students will create and perform level appropriate music for concerts, contests and other public performances throughout the school year. Students will develop their skills in musicianship through the learning and performance of these pieces. Students will connect their personal interests, experiences, ideas, and knowledge into creating, performing, and responding to music.

Spanish 1:

Students will analyze how to interpret, interact and present in the target language through the use of phrases and simple sentences. Students will compare their culture with the target language culture, focusing on practices and products.

Spanish 2:

Students will analyze how to interpret, interact and present in the target language through the use of more elaborate simple sentences and phrases. Students will compare their culture with the target language culture focusing on practices and products.

Spanish 3:

Students will analyze and compose complex sentences in order to interpret, interact and present in the target language. Students will discuss target language culture and history focusing on practices and products.

Spanish 4:

Students will analyze and compose complex sentences in order to interpret, interact and present in rehearsed and spontaneous conversation. Students will discuss target language culture and history focusing on practices, products, and perspectives.

AP Spanish:

Students will analyze and critique authentic materials from the target language. Students will compose formal and informal discourses. Students will discuss target language culture and history focusing on practices, products, and perspectives.

Spanish for Spanish Speakers 1/2:

Students will analyze how to interpret, interact and present in the target language through the use of complex sentences in order to interpret and present in written form and rehearsed and spontaneous conversation. Students will compare their culture with the target language culture focusing on practices, products, and perspectives.

German 1:

Students will analyze how to interpret, interact and present in the target language through the use of phrases and simple sentences. Students will compare their culture with the target language culture, focusing on practices and products.

German 2:

Students will analyze how to interpret, interact and present in the target language through the use of more elaborate simple sentences and phrases. Students will compare their culture with the target language culture focusing on practices and products.

German 3/4:

Students will analyze and critique authentic materials from the target language. Students will discuss target language culture and history focusing on practices, products and perspectives.

Curriculum at a Glance

Art Foundations

Course Purpose:

Students will interpret the elements and principles of art. They will apply appropriate vocabulary to describe and compare or contrast works of art from the past. Students will express themselves by creating works of art by applying a variety of media, tools and techniques. Students will analyze their art and select works for display in the school and community.

- FA.AF.1** **Students will define line, dimension, outline, and implied lines. They will identify the kinds of lines and line variations. Students will identify shading techniques using lines and create a work of art with markers using them. They will identify an artist utilizing line as texture and their work. Students will create sketchbook entries to record facts, ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.B.4d)**
- FA.AF.2** **Students will identify and analyze the expressive qualities of line in a work of art. They will identify an artist that uses line to express movement and their work. They will create an oil pastel drawing showing movement. They will identify and create contour, gesture, and calligraphic line drawings with pencils. They will create sketchbook entries and analyze their work to determine worth. (SG:25.A.4, SG:26.A.4e, SG:26.A.5, SG:26.B.4d, SG:26, 26.B.4d, VaPr4.1a)**

- FA.AF.3** Students will identify the art elements of shape and form. They will distinguish between geometric and free-form shapes and forms. They will create drawings with pencil that create the illusion of form with the use of shading. Students will identify artists using geometric and free-form shapes and their works. They will create a still life drawing using soft pastels. Students will create sketchbook entries to record facts, ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.5, SG:26.B.4d, VaPr4.1a)
- FA.AF.4** Students will distinguish between positive and negative space in a work of art. They will create a work of art with watercolor paints and a variety of perspective techniques to show perspective in a fantasy landscape painting. Students will identify fantasy landscape artists and their works. Students will create sketchbook entries to record facts, ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.5, SG:26.B.4d, VaPr4.1a)
- FA.AF.5** Students will identify the element of art color, the properties of color, the color spectrum, hue, value, and intensity. They will create a color wheel painting with tempera paint. Students will identify the different color schemes. They will identify abstract artists and their works. Students will create a color scheme painting using tempera paint. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.4e, SG:26.A.5, SG:26.B.4d, VaPr4.1a)
- FA.AF.6** Students will distinguish between texture and visual texture. Students will distinguish between the kinds of textures. Students will identify artists that emphasize texture and their works. Students will create a still life with colored pencils. Students will analyze the expressive use of texture by a variety of artists. Students will create a three-dimensional sculptural work of art that incorporates actual texture. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.4e, SG:26.A.5, SG:26.B.4d, VaPr4.1a)

- FA.AF.7** Students will identify rhythms occurring in the world. Students will analyze works of art and describe how rhythm impacts the feeling of movement in the works. Students will identify rhythm, movement, motif, module, and pattern. Students will classify types of rhythm. Students will identify artists that use various types of rhythm in their works. Students will create a variety of works depicting rhythm. They will analyze rhythm in works of art and describe the impact on the works. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.4e, SG:26.A.5, SG:26.B.4d, VaPr4.1a)
- FA.AF.8** Students will identify balance, central axis, symmetry, radial balance, and asymmetry. Students will identify artists that use various types of balance and their works. Students will create a balanced work using the multi-color block printing technique. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.5, SG:26.B.4d, VaPr4.1a)
- FA.AF.9** Students will identify and illustrate the Golden Mean. Students will explain how we perceive proportion and scale. Students will examine and draw human faces and bodies with correct proportions using charcoal. Students will identify a portrait artist and their work. Students will distinguish between realistic proportions and exaggerated proportions. Students will identify an artist that uses exaggeration and their work. Students will create a work of art using exaggeration and distortion. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.4e, SG:26.A.5, SG:26.B.4d, VaPr4.1a)
- FA.AF.10** Students will identify and describe variety, emphasis, harmony, and unity in their environment and in a work of art. Students will analyze how artists use the elements and principles of art to create unified works of art. Students will create an acrylic painting exhibiting unity using variety, emphasis, and harmony. Students will identify artists that use a common theme and compare and contrast their works. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.4e, SG:26.A.5, SG:26.B.4d, VaPr4.1a)

FA.AF.11 **Students will explain the purpose of art criticism. Students will judge works of art using the steps of art criticism. Students will explain the three aesthetic theories of art. Students will judge functional objects using the functional object steps of art criticism. Students will judge a work of art using the art history operations. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. (SG:25.A.4, SG:26.A.5)**

Photography

Course Purpose:

Students will examine the basics of digital photography. Students will identify and describe photographic medium and the essential tools of the photographer. They will practice camera techniques, create photographic images as well as finishing and mounting prints. They will identify and describe image makers from the past and present and their works.

- FA.PH.1** **Students will identify the significance of photography in our visual world. They will describe the development of the photographic process. Students will create an image by placing stencil-like objects on light sensitive paper. (SG:27.A.5, SG:26.B.4d, SG:27.B.4a)**
- FA.PH.2** **Students identify the three interactive systems of the camera. They will describe the differences between manual focus and autofocus methods. They will explain the light control functions of the aperture and shutter. They will identify the various film holding methods. Students will list the characteristics of the major camera types. (SG:26.A.4e, SG:26.5, SG:26.A.5)**
- FA.PH.3** **Students recognize how a lens focuses in a photographic image. They will describe the relationship of focal length to image size. Students will list the characteristics of the various types of lenses. They will explain functioning of the f-stop system. They will explain how aperture affects depth of field. Students will create photographs depicting depth of field. (SG:26.A.4e, SG:26.A.5, SG.26.B.5)**
- FA.PH.4** **Students will identify the basic characteristics of light as it affects photography. Students will describe the use of the Zone System. Students will create photographs using proper lighting and apply lighting to create effects. (SG:26.A.5, SG:26.B.5)**
- FA.PH.5** **Students will describe the film speed rating system as a measure of sensitivity to light. They will list the various types and forms of film. They will demonstrate the loading procedures for common types of cameras. Students will describe the proper techniques for supporting different types of cameras. They will explain the advantages and disadvantages of using a tripod. They will select appropriate aperture/shutter speed combinations for different situations. They will demonstrate the effective use of various compositional techniques by creating photographs. (SG:26.A.5, SG:26.B.5)**

- FA.PH.6** Students will identify the types of artificial light used in photography. They will explain the effect of the inverse square law on exposure made by artificial light. They will describe the major types of portable flash equipment and how they are used. They will apply the basic techniques of studio lighting for both portrait and product photography. Students will discuss the techniques for controlling light in the studio. (SG:26.A.5, SG:26.B.5)
- FA.PH.7** Students will evaluate digital photos and edit it using appropriate photo editing software tools. They will select appropriate mounting materials and identify the most suitable mounting method for their photo(s). They will describe the reasons for applying the mounting method selected. (SG:26.A.5, SG:26.A.4e)
- FA.PH.8** Students will identify and describe photographic milestones and image makers from the past and their work. (SG:25.A.4)

Studio Ceramics

Course Purpose:

Students will apply a variety of ceramic hand building techniques to create expressive pottery. They will apply appropriate vocabulary to express themselves. They will distinguish works from the past. They will analyze and select their works for display in the school and community.

- FA.SC.1** Students will identify and apply ceramics vocabulary. They will identify, distinguish, and create artist's marks and texture tools. (SG:25.A.4, SG:26.B.4d)
- FA.SC.2** Students will create a pinch pot and identify famous pinch pot artists. Students will decorate pinch pots with texture tools, mark them with their artist's mark, and glaze the pinch pot when completed. Students will analyze their work and the process of creating the work by completing artist's statements. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)
- FA.SC.3** Students will identify the five types of coil techniques. Students will design and create a coil pot using slipping and scoring. Students will add expressive qualities to their work by applying symbols important to them. Students will define symbolism, identify common symbols, and create symbols that represent themselves. Students will use proper glazing techniques to glaze their coil pot and analyze their work by creating an artist's statement. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)
- FA.SC.4** Students will identify Korean Celadon Pottery. Students will design and create a tea bowl using slab techniques. Students will glaze their slab piece using proper glazing techniques and analyze their work by creating an artist's statement. (. SG:25.A.4, SG:26.A.4e, SG:26.B.4d)
- FA.SC.5** Students will identify blue and white pottery from China. Students will design and create a piece based on nature using a variety of ceramic hand building techniques with walls that are at least seven inches tall. Students will glaze their piece using two or more colors of glaze. Students will analyze their work by creating an artist's statement. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)
- FA.SC.6** Students will identify contemporary ceramic artists. Students will plan and create a ceramic statue. Students will analyze their work by creating an artist's statement. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)
- FA.SC.7** Students will create a piece of work utilizing a pottery wheel incorporating basic pottery wheel techniques. Students will analyze their work by creating an artist's statement. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)

Studio Painting

Course Purpose:

Students will apply watercolor and acrylic painting techniques to create expressive works of art. They will use appropriate vocabulary to expressive themselves. They will distinguish works of the past. They will analyze and select their works for display in the school and community.

- FA.SP.1** Students will identify the elements and principles of art. They will create a contour drawing of a still life. Students will create a watercolor painting of their contour drawings. Students will identify a watercolorist still life artist. Students will analyze their work by completing artist statements. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)
- FA.SP.2** Students will create a sketch of a still life. Students will create a watercolor painting with primary colors with varying hues. Students will identify contemporary watercolor artists. Students will analyze their artwork by creating artist's statements. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)
- FA.SP.3** Students will create a sketch of a local building that interests them. Students will create an opaque watercolor painting of their building sketch. Students will identify architectural watercolor artists. Students will analyze their work and create an artist's statement. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)
- FA.SP.4** Students will create a monochromatic wash acrylic painting. They will identify the wash, glazing, and scumbling techniques in Italian Renaissance paintings. Students will analyze their work and create an artist statement. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)
- FA.SP.5** Students will create expressive self-portraits. Students will identify and analyze the work of portrait artists. Students will analyze their work and create an artist statement. (SG:26.A.4e, SG:26.B.4e, SG:26.B.4d)
- FA.SP.6** Students will identify the impasto painting technique and analyze its use by various artists. Students will create an impasto painting using acrylic paint on canvas. Students will analyze their work and create artist's statements. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)

Band/Percussion Ensemble

Course Purpose:

Students will create and perform level appropriate music for concerts, contests, parades and ceremonies throughout the school year. Students will connect their personal interests, experiences, ideas and knowledge into creating, performing, and responding to music.

- MU.BND.1.1** **Students will be able to identify elements of music theory in performance literature. Students will identify music notation, solfege, and rhythms. Students will examine elements of chordal structures, chord progressions, cadences, sight reading, and improvisational techniques. Students will build a comprehensive daily warm up using elements of music theory. (MU:Pr4.2.E.5a, MU:Pr4.2.E.5a, MU:Cr1.1.E.8a, MU:Pr5.3.E.IIIa)**
- MU.BND.2.1** **Students will be able to evaluate musical performances. Students will identify musical errors. Students will generate rehearsal techniques and provide alternative practice techniques within the rehearsal setting that best solves musical errors. (MU:Re9.1.E.Ia, MU:Pr5.3.E.IIIa, MU:Cr3.1.E.Ia)**
- MU.BND.3.1** **Students will analyze the role of music education within their school, community, and history. Students will compare and contrast their musical knowledge with traditions from other musical cultures around the world. Students will describe the purpose of music education through research. (MU:Cn11.0.T.Ia, MU:Cr1.1.E.IIa)**

Treble/Mixed/Concert Choir

Course Purpose:

Students will create and perform level appropriate music for concerts, contests and other public performances throughout the school year. Students will develop their skills in musicianship through the learning and performance of these pieces. Students will connect their personal interests, experiences, ideas, and knowledge into creating, performing, and responding to music.

- MU.CR.1.1** **Students will identify elements of music theory in performance literature. Students will identify music notation, solfege, and rhythms. Students will examine elements of chordal structures, chord progressions, cadences, sight reading, and improvisational techniques. Students will build a comprehensive daily warm up using elements of music theory. (MU:Pr4.2.E.5a, MU:Cr1.1.E.8a, MU:Pr5.3.E.IIIa)**
- MU.CR.2.1** **Students will evaluate musical performances. Students will identify musical errors. Students will generate rehearsal techniques and provide alternative practice techniques within the rehearsal setting that best solves musical errors. (MU:Re9.1.E.Ia, MU:Pr5.3.E.IIIa, MU:Cr3.1.E.Ia)**
- MU.CR.3.1** **Students will analyze the role of music education within their school, community, and history. Students will compare and contrast their musical knowledge with traditions from other musical cultures around the world. Students will describe the purpose of music education through research. (MU:Cn11.0.T.Ia, MU:Cr1.1.E.IIa)**

Spanish 1

Course Purpose:

Students will analyze how to interpret, interact and present in the target language through the use of phrases and simple sentences. Students will compare their culture with the target language culture, focusing on practices and products.

- FL.S1.1** **Students will use the target language to introduce themselves and others, give and ask for personal information (such as phone numbers and emails), ask how someone is feeling, and ask for someone's origin. (All tasks will be performed via all modes of communication.) (National Language Standards 1.1, 1.2, 1.3, 2.1)**
- FL.S1.2** **Students will use the target language to state numbers and time, recite months and seasons. (NLS 1.1, 1.2, 1.3)**
- FL. S1. 3** **Students will use the target language to describe people and things using proper adjective agreement. (NLS 1.1, 1.2, 1.3)**
- FL.S1.4** **Students will use the target language to describe school-related activities. (NLS 1.1, 1.2, 1.3, 4.1)**
- FL.S1.5** **Students will use the target language to describe the house and chores and produce and label a sketch of a house. (NLS 1.1, 1.2, 1.3)**
- FL.S1.6** **Students will use the target language to describe and represent parts of the body and daily routine. (NLS 1.1, 1.2, 1.3)**
- FL.S1.7** **Students will use the target language to experience the culture and festivals of the target language. (NLS. 2.1, 2.2, 3.2, 5.1)**

Spanish 2

Course Purpose:

Students will analyze how to interpret, interact and present in the target language through the use of more elaborate simple sentences and phrases. Students will compare their culture with the target language culture focusing on practices and products.

- FL.S2.1** **Students will use the target language to expand upon daily routine and chores in the home. (National Language Standards 1.1,1.2,1.3,3.1,3.2,4.1,4.2)**
- FL.S2.2** **Students will use the target language to describe childhood pastimes and life events. (NLS 1.1,1.2,1.3, 2.1, 3.1, 3.2, 4.1, 4.2)**
- FL.S2.3** **Students will use the target language to talk about the community in which they live, including shopping, business, buildings and modes of transportation. (NLS 1.1, 1.2, 1.3, 2.1, 3.2, 4.2)**
- FL.S2.4** **Students will use the target language to identify cultural practices, products, and perspectives. (NLS 2.1, 2.2, 3.2, 4.2, 5.1)**

Spanish 3

Course Purpose:

Students will analyze and compose complex sentences in order to interpret, interact and present in the target language. Students will discuss target language culture and history focusing on practices and products.

- FL.S3.1** **Students will use the target language to compare/contrast school, daily routine, clothing, and free time. (NLS 1.1,1.2,1.3)**

- FL.S3.2** **Students will use the target language to discuss childhood, cultural specific celebrations, and shopping in a market setting. (NLS 1.1., 1.2,.1.3)**

- FL.S3.3** **Students will use the target language to discuss personal health, television and movies, future plans, and ethnic foods. (NLS 1.1, 1.2, 1.3)**

- FL.S3.4** **Students will use the target language to talk about art/culture of ancient civilization, geography, and climate in Spanish speaking countries. (NLS 1.1, 1.2, 1.3)**

- FL.S3.5** **Students will use the target language to talk about personal and public identities. (NLS 1.1, 1.2, 1.3)**

- FL.S3.6** **Students will use the target language to talk about contemporary life. (NLS 1.1, 1.2, 1.3)**

Spanish 4

Course Purpose:

Students will analyze and compose complex sentences in order to interpret, interact and present in rehearsed and spontaneous conversation. Students will discuss target language culture and history focusing on practices, products, and perspectives.

- FL.S4.1** **Students will investigate the history, culture, geography, and daily life of Spain. (NLS 1.1, 1.2, 1.3)**

- FL.S4.2** **Students will investigate the history, culture, geography, and daily life of Argentina. (NLS 1.1, 1.2, 1.3)**

- FL.S4.3** **Students will investigate the history, culture, geography, and daily life of Puerto Rico. (NLS 1.1, 1.2, 1.3)**

- FL.S4.4** **Students will investigate the history, culture, geography, and daily life of Mexico. (NLS 1.1, 1.2, 1.3)**

- FL.S4.5** **Students will investigate different careers and professions and use the appropriate language to construct a resume and complete the interview process. (NLS 1.1, 1.2, 1.3)**

- FL.S4.6** **Students will investigate vocabulary relating to illnesses and injuries and use the appropriate language to communicate their maladies to a health professional. (NLS 1.1, 1.2, 1.3)**

- FL.S4.7** **Students will investigate vocabulary relating to travel and will use the appropriate language in different travel scenarios. (NLS 1.1., 1.2, 1.3)**

- FL.S4.8** **Students will investigate animals and utilize appropriate language to discuss a variety of topics pertaining to animals. (NLS 1.1, 1.2, 1.3)**

Spanish for Spanish Speakers 1/2

Course Purpose:

Students will analyze how to interpret, interact and present in the target language through the use of complex sentences in order to interpret and present in written form and rehearsed and spontaneous conversation. Students will compare their culture with the target language culture focusing on practices, products, and perspectives.

- FL.SSS1/2.1** **Students will learn how to read, write, and communicate in the Spanish language through a focus on authentic literature and culture of Latin America and Spain. (National Language Standards 1.1,1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 5.1)**
- FL.SSS1/2.2** **Students will be able to compose a well-structured written piece, using a variety of sentences with well-developed sentences. (National Language Standards 1.1,1.2, 2.1, 2.3, 3.1, 4.1, 4.2, 5.1)**
- FL.SSS1/2.3** **Students will be able to discuss native groups in Spanish speaking countries using the present tense and the past (preterit) tense. (National Language Standards 1.1,1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1)**
- FL.SSS1/2.4** **Students will be able to describe the “conquistadores” and their actions through the use of both past tenses, the imperfect and preterit, in Spanish. (National Language Standards 1.1,1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2)**
- FL.SSS1/2.5** **Students will be able to discuss how the increase in population affects life in Hispanic cities. (National Language Standards 1.1,1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 5.1)**

German 1

Course Purpose:

Students will analyze how to interpret, interact and present in the target language through the use of phrases and simple sentences. Students will compare their culture with the target language culture, focusing on practices and products.

- FL.G1.1** Students will use the target language to introduce themselves and others, give and ask for personal information (such as phone numbers and emails), ask how someone is feeling, and ask for someone's origin. (All tasks will be performed via all modes of communication.) (National Language Standards 1.1, 1.2, 1.3, 2.1)
- FL.G1.2** Students will use the target language to state numbers and time, recite months and seasons. (NLS 1.1, 1.2, 1.3)
- FL. G1. 3** Students will use the target language to describe people and things using proper adjective agreement. (NLS 1.1, 1.2, 1.3)
- FL.G1.4** Students will use the target language to describe school-related activities. (NLS 1.1, 1.2, 1.3, 4.1)
- FL.G1.5** Students will use the target language to describe the house and chores and produce and label a sketch of a house. (NLS 1.1, 1.2, 1.3)
- FL.G1.6** Students will use the target language to describe and represent parts of the body and daily routine. (NLS 1.1, 1.2, 1.3)
- FL.G1.7** Students will use the target language to experience the culture and festivals of the target language. (NLS. 2.1, 2.2, 3.2, 5.1)

German 2

Course Purpose:

Students will analyze how to interpret, interact and present in the target language through the use of more elaborate simple sentences and phrases. Students will compare their culture with the target language culture focusing on practices and products.

- FL.G2.1** **Students will use the target language to expand upon daily routine and chores in the home. (National Language Standards 1.1,1.2,1.3,3.1,3.2,4.1,4.2)**
- FL.G2.2** **Students will use the target language to describe childhood pastimes and life events. (NLS 1.1,1.2,1.3, 2.1, 3.1, 3.2, 4.1, 4.2)**
- FL.G2.3** **Students will use the target language to talk about the community in which they live, including shopping, business, buildings and modes of transportation. (NLS 1.1, 1.2, 1.3, 2.1, 3.2, 4.2)**
- FL.G2.4** **Students will use the target language to identify cultural practices, products, and perspectives. (NLS 2.1, 2.2, 3.2, 4.2, 5.1)**

German 3/4

Course Purpose:

Students will analyze and critique authentic materials from the target language. Students will discuss target language culture and history focusing on practices, products and perspectives.

- FL.G3/4.1** **Students will differentiate between the different German areas and States, identify industries that go with each area or state, produce and present in the target language a visual model that describes the geography and industries of a given German state or area. (NLS 3.2, 4.2)**

- FL.G3/4.2** **Students will use the appropriate vocabulary words in the target language to construct a resume and complete the interview process. (NLS 1.1, 1.2, 1.3, 4.1, 4.2, 5.1)**

- FL.G3/4.3** **Students will use appropriate language to discuss historical figures and companies in the target language. (NLS 3.1, 3.2, 4.2)**

- FL.G3/4.4** **Students will analyze short stories and novels written in the target language. (NLS 1.1, 1.2, 3.1, 3.2, 4.2)**

- FL.G3/4.5** **Students will analyze and compare German fairy tales to American fairy tales. (NLS 3.1, 3.2, 4.2)**

Art Foundations

FA.AF.1 Students will define line, dimension, outline, and implied lines. They will identify the kinds of lines and line variations. Students will identify shading techniques using lines and create a work of art with markers using them. They will identify an artist utilizing line as texture and their work. Students will create sketchbook entries to record facts, ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.B.4d)

FA.AF.1.1 Define the element of art line, dimension, outline, and implied line.

FA.AF.1.2 Identify the kinds of lines and line variations.

FA.AF.1.3 Identify an artist utilizing line as texture and their work.

FA.AF.1.4 Create works of art with markers incorporating a variety of lines and line variations.

FA.AF.2 Students will identify and analyze the expressive qualities of line in a work of art. They will identify an artist that uses line to express movement and their work. They will create an oil pastel drawing showing movement. They will identify and create contour, gesture, and calligraphic line drawings with pencils. They will create sketchbook entries and analyze their work to determine worth. (SG:25.A.4, SG:26.A.4e, SG:26.A.5, SG:26.B.4d, SG:26, 26.B.4d, VaPr4.1a)

FA.AF.2.1 Name the expressive qualities of line.

FA.AF.2.2 Analyze the use of line in various work and identify how it impacts the mood of each work.

FA.AF.2.3 Identify an artist that uses line to express movement and their work.

FA.AF.2.4 Create an oil pastel drawing of figures in motion.

FA.AF.2.5 Identify and create contour, gesture, and calligraphic line drawings.

FA.AF.2.6 Create sketchbook entries to record facts, sketch ideas, and practice skills

FA.AF.2.7 Analyze their work and determine if it is of quality to display.

FA.AF.3 **Students will identify the art elements of shape and form. They will distinguish between geometric and free-form shapes and forms. They will create drawings with pencil that create the illusion of form with the use of shading. Students will identify artists using geometric and free-form shapes and their works. They will create a still life drawing using soft pastels. Students will create sketchbook entries to record facts, ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.5, SG:26.B.4d, VaPr4.1a)**

- FA.AF.3.1 Identify the elements of art shape, form, and space.
- FA.AF.3.2 Distinguish between geometric and free-form shapes and forms.
- FA.AF.3.3 Create the illusion of form in their drawings with the use of shading.
- FA.AF.3.4 Identify artists using geometric and free-form shapes and their works.
- FA.AF.3.5 Create a still life drawing using soft pastels.
- FA.AF.3.6 Create sketchbook entries to record facts, ideas, and practice skills.
- FA.AF.3.7 Analyze their work and determine if it is of quality to display.

FA.AF.4 **Students will distinguish between positive and negative space in a work of art. They will create a work of art with watercolor paints and a variety of perspective techniques to show perspective in a fantasy landscape painting. Students will identify fantasy landscape artists and their works. Students will create sketchbook entries to record facts, ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.5, SG:26.B.4d, VaPr4.1a)**

- FA.AF.4.1 Create sketchbook entries to record facts, sketch ideas, and practice skills.
- FA.AF.4.2 Distinguish between positive and negative space in a work of art.
- FA.AF.4.3 Create a fantasy landscape painting that creates the illusion of depth.
- FA.AF.4.4 Identify fantasy landscape artists and their works.
- FA.AF.4.5 Analyze their work and determine if it is of quality to display.

FA.AF.5 **Students will identify the element of art color, the properties of color, the color spectrum, hue, value, and intensity. They will create a color wheel painting with tempera paint. Students will identify the different color schemes. They will identify abstract artists and their works. Students will create a color scheme painting using tempera paint. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.4e, SG:26.A.5, SG:26.B.4d, VaPr4.1a)**

- FA.AF.5.1 Describe and identify the element of art color, the color spectrum, hue, value, and intensity.
- FA.AF.5.2 Distinguish between value and intensity.
- FA.AF.5.3 Identify the color schemes; monochromatic, analogous, complementary, triads, split complements, warm, and cool.
- FA.AF.5.4 Create a color scheme painting with tempera paint.
- FA.AF.5.5 Identify the expressive uses of color.
- FA.AF.5.6 Identify abstract artists and their works.
- FA.AF.5.7 Analyze artists use of color and describe its impact on the mood/meaning of the work.
- FA.AF.5.8 Create sketchbook entries to record facts, sketch ideas, and practice skills.
- FA.AF.5.9 Analyze their work and determine if it is of quality to display.

FA.AF.6 **Students will distinguish between texture and visual texture. Students will distinguish between the kinds of textures. Students will identify artists that emphasize texture and their works. Students will create a still life with watercolor paints. Students will analyze the expressive use of texture by a variety of artists. Students will create a three-dimensional sculptural work of art that incorporates actual texture. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.4e, SG:26.A.5, SG:26.B.4d, VaPr4.1a)**

- FA.AF.6.1 Distinguish between texture and visual texture.
- FA.AF.6.2 Distinguish between rough and smooth textures and matte and shiny textures.
- FA.AF.6.3 Distinguish between simulated and invented textures.
- FA.AF.6.4 Identify artists that emphasize texture and their works.
- FA.AF.6.5 Create a still life with watercolor paints.
- FA.AF.6.6 Analyze artists use of texture and describe its impact on the mood/meaning of the work.
- FA.AF.6.7 Create a textural three-dimensional sculptural work of art.
- FA.AF.6.8 Create sketchbook entries to record facts, sketch ideas, and practice skills.
- FA.AF.6.9 Analyze their work and determine if it is of quality to display.

FA.AF.7 **Students will identify rhythms occurring in the world. Students will analyze works of art and describe how rhythm impacts the feeling of movement in the works. Students will identify rhythm, movement, motif, module, and pattern. Students will classify types of rhythm. Students will identify artists that use various types of rhythm in their works. Students will create a variety of works depicting rhythm. They will analyze rhythm in works of art and describe the impact on the works. Students will create sketchbook entries to record facts, sketch ideas, and practice skills Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.4e, SG:26.A.5, SG:26.B.4d, VaPr4.1a)**

- FA.AF.7.1 Identify rhythms occurring in the world.
- FA.AF.7.2 Analyze works of art and describe how rhythm impacts the feeling of movement in the works.
- FA.AF.7.3 Identify rhythm, movement, motif, module, and pattern.
- FA.AF.7.4 Classify the types of rhythm.
- FA.AF.7.5 Identify artists that use various types of rhythm in their works.
- FA.AF.7.6 Use a variety of media to create works of art depicting rhythm.
- FA.AF.7.7 Analyze rhythm in works of art and describe its impact in the works.
- FA.AF.7.8 Create sketchbook entries to record facts, sketch ideas, and practice skills.
- FA.AF.7.9 Analyze their work and determine if it is of quality to display.

FA.AF.8 **Students will identify balance, central axis, symmetry, radial balance, and asymmetry. Students will identify artists that use various types of balance and their works. Students will create a balanced work using the multi-color block printing technique. Students will create a balanced work using tempera paint. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.5, SG:26.B.4d, VaPr4.1a)**

- FA.AF.8.1 Identify balance, central axis, symmetry, radial balance, and asymmetry.
- FA.AF.8.2 Identify artists that use various types of balance and their works.
- FA.AF.8.3 Create a balanced work using the multi-color block printing technique.
- FA.AF.8.4 Create a balanced work using tempera paint.
- FA.AF.8.5 Create sketchbook entries to record facts, sketch ideas, and practice skills.
- FA.AF.8.6 Analyze their work and determine if it is of quality to display.

FA.AF.9 **Students will identify and illustrate the Golden Mean. Students will explain how we perceive proportion and scale. Students will examine and draw human faces and bodies with correct proportions using charcoal. Students will identify a portrait artist and their work. Students will distinguish between realistic proportions and exaggerated proportions. Students will identify an artist that uses exaggeration and their work. Students will create a work of art using exaggeration and distortion. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.4e, SG:26.A.5, SG:26.B.4d, VaPr4.1a)**

- FA.AF.9.1 Identify and illustrate the Golden Mean.
- FA.AF.9.2 Explain how we perceive proportion and scale.
- FA.AF.9.3 Examine and draw human faces and bodies with correct proportions using charcoal.
- FA.AF.9.4 Identify a portrait artist and their work.
- FA.AF.9.5 Distinguish between realistic proportions and exaggerated proportions.
- FA.AF.9.6 Identify an artist that uses exaggeration and their work.
- FA.AF.9.7 Create a work of art using exaggeration and distortion.
- FA.AF.9.8 Analyze works of art and determine how exaggeration and distortion convey meaning in the work.
- FA.AF.9.9 Create sketchbook entries to record facts, sketch ideas, and practice skills.
- FA.AF.9.10 Analyze their work and determine if it is of quality to display.

FA.AF.10 **Students will identify and describe variety, emphasis, harmony, and unity in their environment and in a work of art. Students will analyze how artists use the elements and principles of art to create unified works of art. Students will create an acrylic painting exhibiting unity using variety, emphasis, and harmony. Students will identify artists that use a common theme and compare and contrast their works. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. Students will analyze their work and determine if it is of quality to display. (SG:25.A.4, SG:26.A.4e, SG:26.A.5, SG:26.B.4d, VaPr4.1a)**

- FA.AF.10.1 Identify and describe variety, emphasis, harmony, and unity in their environment and in a work of art.
- FA.AF.10.2 Analyze how artists use the elements and principles of art to create unified works of art.
- FA.AF.10.3 Create an acrylic painting exhibiting unity using variety, emphasis, and harmony.
- FA.AF.10.4 Identify artists that use a common theme and compare and contrast their works.
- FA.AF.10.5 Create sketchbook entries to record facts, sketch ideas, and practice skills.
- FA.AF.10.6 Analyze their work and determine if it is of quality to display.

FA.AF.11 **Students will explain the purpose of art criticism. Students will judge works of art using the steps of art criticism. Students will explain the three aesthetic theories of art. Students will judge functional objects using the functional object steps of art criticism. Students will judge a work of art using the art history operations. Students will create sketchbook entries to record facts, sketch ideas, and practice skills. (SG:25.A.4, SG:26.A.5)**

- FA.AF.11.1 Explain the purpose of art criticism.
- FA.AF.11.2 Judge works of art using the steps of art criticism.
- FA.AF.11.3 Explain the three aesthetic theories of art.
- FA.AF.11.4 Judge functional objects using the functional object steps of art criticism.
- FA.AF.11.5 Judge a work of art using the art history operations.
- FA.AF.11.6 Create sketchbook entries to record facts, sketch ideas, and practice skills.

Advanced Placement Art

The AP Art curriculum follows the topics outlined in the course description as set forth by the AP College Board.

Photography

FA.PH.1 Students will identify the significance of photography in our visual world. They will describe the development of the photographic process. Students will create an image by placing stencil-like objects on light sensitive paper. (SG:27.A.5, SG:26.B.4d, SG:27.B.4a)

- FA.PH.1.1 Identify the significance of photography in our visual society.
- FA.PH.1.2 Describe the development of the photographic process.
- FA.PH.1.3 Create an image by placing stencil-like objects on light sensitive paper.

FA.PH.2 Students identify the three interactive systems of the camera. They will describe the differences between manual focus and autofocus methods. They will explain the light control functions of the aperture and shutter. They will identify the various film holding methods. Students will list the characteristics of the major camera types. (SG:26.A.4e, SG:26.5, SG:26.A.5)

- FA.PH.2.1 Identify the three interactive systems of the camera.
- FA.PH.2.2 Describe the differences between manual focus and autofocus methods.
- FA.PH.2.3 Explain the light control functions of the aperture and shutter.
- FA.PH.2.4 Identify the various film holding methods.
- FA.PH.2.5 List the characteristics of the major camera types.

FA.PH.3 Students recognize how a lens focuses in a photographic image. They will describe the relationship of focal length to image size. Students will list the characteristics of the various types of lenses. They will explain functioning of the f-stop system. They will explain how aperture affects depth of field. Students will create photographs depicting depth of field. (SG:26.A.4e, SG:26.A.5, SG.26.B.5)

- FA.PH.3.1 Describe how a lens focuses in a photographic image.
- FA.PH.3.2 Describe the relationship of focal length to image size.
- FA.PH.3.3 List the characteristics of the various types of lenses.
- FA.PH.3.4 Explain functioning of the f-stop system.
- FA.PH.3.5 Explain how aperture affects depth of field.
- FA.PH.3.6 Create photographic images depicting depth of field.

FA.PH.4 **Students will identify the basic characteristics of light as it affects photography. Students will describe the use of the Zone System. Students will create photographs using proper lighting and apply lighting to create effects. (SG:26.A.5, SG:26.B.5)**

FA.PH.4.1 Identify the basic characteristics of light as it affects photography.

FA.PH.4.2 Describe the use of the Zone System.

FA.PH.4.3 Create photographs using proper lighting

FA.PH.4.4 Apply lighting to create effects.

FA.PH.5 **Students will describe the proper techniques for supporting different types of cameras. They will explain the advantages and disadvantages of using a tripod. They will select appropriate aperture/shutter speed combinations for different situations. They will demonstrate the effective use of various compositional techniques by creating photographs. (SG:26.A.5, SG:26.B.5)**

FA.PH.5.1 Describe the ISO speed rating system as a measure to sensitivity to light.

FA.PH.5.2 Describe the proper techniques for supporting different types of cameras.

FA.PH.5.3 Explain the advantages and disadvantages of using a tripod.

FA.PH.5.4 Select appropriate aperture/shutter speed combinations for different situations.

FA.PH.5.5 Demonstrate the effective use of various compositional techniques by creating photographs.

FA.PH.6 **Students will identify the types of artificial light used in photography. They explain the effect of the inverse square law on exposure made by artificial light. They will describe the major types of portable flash equipment and how they are used. They will apply the basic techniques of studio lighting for both portrait and product photography. Students will discuss the techniques for controlling light in the studio. (SG:26.A.5, SG:26.B.5)**

FA.PH.6.1 Identify the types of artificial light used in photography.

FA.PH.6.2 Explain the effect of the inverse square law on exposure made by artificial light.

FA.PH.6.3 Describe the major types of portable flash equipment and how they are used.

FA.PH.6.4 Apply the basic techniques of studio lighting for both portrait and product photography.

FA.PH.6.5 Discuss the techniques for controlling light in the studio.

FA.PH.7 **Students will evaluate digital photos and edit it using appropriate photo editing software tools. They will select appropriate mounting materials and identify the most suitable mounting method for their photo(s). They will describe the reasons for applying the mounting method selected. (SG:26.A.5, SG:26.A.4e)**

- FA.PH.7.1 Evaluate their digital photos and edit them using appropriate photo editing software tools.
- FA.PH.7.2 Select appropriate mounting materials and identify the most suitable mounting method for their photo(s).
- FA.PH.7.3 Describe the reasons for applying the mounting method they selected.

FA.PH.8 **Students will identify and describe photographic milestones and image makers from the past and their work. (SG:25.A.4)**

- FA.PH.8.1 Identify the outlines of the histories of photography as art, technologies and cultural force.
- FA.PH.8.2 Describe the profound changes that photography has brought to the culture and the histories of their art forms.
- FA.PH.8.3 Recognize important photographic images and image makers.
- FA.PH.8.4 Identify major milestones in the development of image making techniques, materials and technologies.

Studio Ceramics

FA.SC.1 Students will identify and apply ceramics vocabulary. They will identify, distinguish, and create artist's marks and texture tools. (SG:25.A.4, SG:26.B.4d)

- FA.SC.1.1 Apply proper vocabulary for ceramics.
- FA.SC.1.2 Identify ceramics terms and apply them as necessary.
- FA.SC.1.3 Identify what artist's marks and texture tools are.
- FA.SC.1.4 Distinguish artist's marks and texture tools.
- FA.SC.1.5 Create texture tools and artist's marks from small pieces of clay.

FA.SC.2 Students will create a pinch pot and identify famous pinch pot artists. Students will decorate pinch pots with texture tools, mark them with their artist's mark, and glaze the pinch pot when completed. Students will analyze their work and the process of creating the work by completing artist's statements. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)

- FA.SC.2.1 Identify famous pinch pot artists and their unique style.
- FA.SC.2.2 Create a pinch pot that is at least three inches tall.
- FA.SC.2.3 Decorate their pinch pot using the texture tool they created as well as other ceramic tools to enhance their pot and stamp it with their artist's mark on the bottom when completed.
- FA.SC.2.4 Glaze their pinch pot using proper glazing techniques.
- FA.SC.2.5 Analyze their work by creating an artist's statement.

FA.SC.3 Students will identify the five types of coil techniques. Students will design and create a coil pot using slipping and scoring. Students will add expressive qualities to their work by applying symbols important to them. Students will define symbolism, identify common symbols, and create symbols that represent themselves. Students will use proper glazing techniques to glaze their coil pot and analyze their work by creating an artist's statement. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)

- FA.SC.3.1 Define symbolism and identify common symbols and create symbols in clay that represent themselves and incorporate them into their coil project.
- FA.SC.3.2 Identify the five types of coils for hand building techniques.
- FA.SC.3.3 Design a coil pot using three of the five coil techniques and slip and scoring with walls that are at least five inches tall.
- FA.SC.3.4 Create a coil pot.
- FA.SC.3.5 Properly glaze their coil pot.
- FA.SC.3.6 Analyze their work by creating an artist's statement.

FA.SC.4 Students will identify Korean Celadon Pottery. Students will design and create a tea bowl using slab techniques. Students will glaze their slab piece using proper glazing techniques and analyze their work by creating an artist's statement. (. SG:25.A.4, SG:26.A.4e, SG:26.B.4d)

- FA.SC.4.1 Identify the key aspects of Korean Celadon pottery.
- FA.SC.4.2 Design a tea bowl using slab techniques.
- FA.SC.4.3 Create a tea bowl using slab techniques.
- FA.SC.4.4 Use proper glazing techniques to glaze their slab tea bowls.
- FA.SC.4.5 Analyze their work by creating an artist's statement.

FA.SC.5 Students will identify blue and white pottery from China. Students will design and create a piece based on nature using a variety of ceramic hand building techniques with walls that are at least seven inches tall. Students will glaze their piece using two or more colors of glaze. Students will analyze their work by creating an artist's statement. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)

- FA.SC.5.1 Identify the key aspects of Chinese blue and white pottery.
- FA.SC.5.2 Design a pottery piece using a variety of hand building techniques that is based on nature.
- FA.SC.5.3 Create a hand built piece of pottery that is based on nature, at least seven inches tall, and uses more than one ceramic hand building technique.
- FA.SC.5.4 Glaze their nature pottery using at least two colors of glaze.
- FA.SC.5.5 Analyze their work by creating an artist's statement.

FA.SC.6 Students will identify contemporary ceramic artists. Students will plan and create a ceramic statue. Students will analyze their work by creating an artist's statement. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)

- FA.SC.6.1 Identify the unique aspects of contemporary ceramic artists.
- FA.SC.6.2 Design a ceramic sculpture.
- FA.SC.6.3 Create a ceramic sculpture.
- FA.SC.6.4 Analyze their work by creating an artist's statement.

FA.SC.7 Students will create a piece of work utilizing a pottery wheel incorporating basic pottery wheel techniques. Students will analyze their work by creating an artist's statement. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)

- FA.SC.7.1 Identify basic pottery wheel techniques.
- FA.SC.7.2 Design a pottery wheel thrown piece.
- FA.SC.7.3 Create a pottery wheel thrown piece.
- FA.SC.7.4 Analyze their work by creating an artist's statement.

Studio Painting

FA.SP.1 Students will identify the elements and principles of art. They will create a contour drawing of a still life. Students will create a watercolor painting of their contour drawings. Students will identify a watercolorist still life artist. Students will analyze their work by completing artist statements. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)

- FA.SP.1.1 Identify the elements and principles of art
- FA.SP.1.2 Create a contour line drawing of a still life concentrating on the elements of line, shape, and space as well as creating a good composition using the art principles.
- FA.SP.1.3 Create a watercolor painting of their contour line drawing concentrating on color and color schemes.
- FA.SP.1.4 Identify a watercolorist still life artist.
- FA.SP.1.5 Analyze their work and create an artist statement.

FA.SP.2 Students will create a sketch of a still life. Students will create a watercolor painting with primary colors with varying hues. Students will identify contemporary watercolor artists. Students will analyze their artwork by creating artist's statements. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)

- FA.SP.2.1 Create a sketch of a still life.
- FA.SP.2.2 Use 2 reds, 2 blues and 2 yellows to create a watercolor painting of their sketch.
- FA.SP.2.3 Identify contemporary watercolor artists.
- FA.SP.2.4 Analyze their artwork by creating artist's statements.

FA.SP.3 Students will create a sketch of a local building that interests them. Students will create an opaque watercolor painting of their building sketch. Students will identify architectural watercolor artists. Students will analyze their work and create an artist's statement. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)

- FA.SP.3.1 Create a sketch of a local building that interests them.
- FA.SP.3.2 Create an opaque watercolor painting of their building sketch.
- FA.SP.3.3 Identify architectural watercolor artists.
- FA.SP.3.4 Analyze their artwork and create artist's statements.

FA.SP.4 **Students will create a monochromatic wash acrylic painting. They will identify the wash, glazing, and scumbling techniques in Italian Renaissance paintings. Students will analyze their work and create an artist statement. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)**

FA.SP.4.1 Identify and analyze the use of wash, glazing, and scumbling techniques in Italian Renaissance paintings.

FA.SP.4.2 Create a monochromatic that incorporates at least 10 value changes with acrylic paint on canvas.

FA.SP.4.3 Complete artist's statements and analyze their work.

FA.SP.5 **Students will create expressive self-portraits. Students will identify and analyze the work of portrait artists. Students will analyze their work and create an artist statement. (SG:26.A.4e, SG:26.B.4e, SG:26.B.4d)**

FA.SP.5.1 Identify and analyze the work of portrait artists.

FA.SP.5.2 Create an expressive self-portrait using acrylic paint.

FA.SP.5.3 Analyze their artwork and create artist's statements.

FA.SP.6 **Students will identify the impasto painting technique and analyze its use by various artists. Students will create an impasto painting using acrylic paint on canvas. Students will analyze their work and create artist's statements. (SG:25.A.4, SG:26.A.4e, SG:26.B.4d)**

FA.SP.6.1 Identify and analyze the use of impasto techniques its use by famous artists.

FA.SP.6.2 Create an impasto painting using acrylic paint on canvas.

FA.SP.6.3 Analyze their work and create artist's statements.

Band/Percussion Ensemble

MU.BND.1.1 **Students will be able to identify elements of music theory in performance literature. Students will identify music notation, solfege, and rhythms. Students will examine elements of chordal structures, chord progressions, cadences, sight reading, and improvisational techniques. Students will build a comprehensive daily warm up using elements of music theory. (MU:Pr4.2.E.5a, MU:Pr4.2.E.5a, MU:Cr1.1.E.8a, MU:Pr5.3.E.IIIa)**

- MU.BND.1.1 Identify music notation, solfege, and rhythms.
- MU.BND.1.2 Identify hierarchy of chord member importance/transposition.
- MU.BND.1.3 Practice sight reading.
- MU.BND.1.4 Practice improvisational techniques.
- MU.BND.1.5 Create fundamental exercises using elements of music theory

MU.BND.2.1 **Students will be able to evaluate musical performances. Students will identify musical errors. Students will generate rehearsal techniques and provide alternative practice techniques within the rehearsal setting that best solves musical errors. (MU:Re9.1.E.Ia, MU:Pr5.3.E.IIIa, MU:Cr3.1.E.Ia)**

- MU.BND.2.1 Evaluate musical performance.
- MU.BND.2.2 Identify musical errors.
- MU.BND.2.3 Generate individual practice techniques based on performances.
- MU.BND.2.4 Generate ensemble rehearsal techniques based on performance.
- MU.BND.2.5 Compare performances before/after rehearsal techniques.

MU.BND.3.1 **Students will analyze the role of music education within their school, community, and history. Students will compare and contrast their musical knowledge with traditions from other musical cultures around the world. Students will describe the purpose of music education through research. (MU:Cn11.0.T.Ia, MU:Cr1.1.E.IIa)**

- MU.BND.3.1 Identify role of music education in public schools.
- MU.BND.3.2 Identify role of music education in local community.
- MU.BND.3.3 Identify history of music education in United States.
- MU.BND.3.4 Contrast Western music standards with other musical cultures.
- MU.BND.3.5 Perform music from non-western culture.

AP Music Theory

The AP Music Theory curriculum follows the topics outlined in the course description as set forth by the AP College Board.

Treble/Mixed/Concert Choir

MU.CR.1.1 **Students will identify elements of music theory in performance literature. Students will identify music notation, solfege, and rhythms. Students will examine elements of chordal structures, chord progressions, cadences, sight reading, and improvisational techniques. Students will build a comprehensive daily warm up using elements of music theory. (MU:Pr4.2.E.5a, MU:Cr1.1.E.8a, MU:Pr5.3.E.IIIa)**

- MU.CR.1.1 Identify music notation, solfege, and rhythms.
- MU.CR.1.2 Identify hierarchy of chord member importance/transposition.
- MU.CR.1.3 Practice sight reading.
- MU.CR.1.4 Practice improvisational techniques.
- MU.CR.1.5 Create fundamental exercises using elements of music theory.

MU.CR.2.1 **Students will evaluate musical performances. Students will identify musical errors. Students will generate rehearsal techniques and provide alternative practice techniques within the rehearsal setting that best solves musical errors. (MU:Re9.1.E.Ia, MU:Pr5.3.E.IIIa, MU:Cr3.1.E.Ia)**

- MU.CR.2.1 Evaluate musical performances.
- MU.CR.2.2 Identify musical errors.
- MU.CR.2.3 Generate individual practice techniques based on performances.
- MU.CR.2.4 Generate ensemble rehearsal techniques based on performance.
- MU.CR.2.5 Compare performances before/after rehearsal techniques.

MU.CR.3.1 **Students will analyze the role of music education within their school, community, and history. Students will compare and contrast their musical knowledge with traditions from other musical cultures around the world. Students will describe the purpose of music education through research. (MU:Cn11.0.T.Ia, MU:Cr1.1.E.IIa)**

- MU.CR.3.1 Identify the role of music education in public schools.
- MU.CR.3.2 Identify the role of music education in local community.
- MU.CR.3.3 Identify the history of music education in United States.
- MU.CR.3.4 Research and contrast Western music standards with other musical cultures.
- MU.CR.3.5 Perform music from non-western culture.

Spanish 1

FL.S1.1 **Students will use the target language to introduce themselves and others, give and ask for personal information (such as phone numbers and emails), ask how someone is feeling, and ask for someone's origin. (All tasks will be performed via all modes of communication.) (National Language Standards 1.1, 1.2, 1.3, 2.1)**

- FL.S1.1.1 Construct proper greetings and farewells.
- FL.S1.1.2 Ask others how they are and respond appropriately.
- FL.S1.1.3 Differentiate between formal and informal greetings.
- FL.S1.1.4 Recite the alphabet.
- FL.S1.1.5 Calculate simple math problems in Spanish.
- FL.S1.1.6 Recite numbers 0-30.
- FL.S1.1.7 State their phone number when asked.
- FL.S1.1.8 State their email when asked.
- FL.S1.1.9 Create appropriate responses when asked for information.

FL.S1.2 **Students will use the target language to state numbers and time, recite months and seasons. (NLS 1.1, 1.2, 1.3)**

- FL.S1.2.1 Recite the numbers 31-60.
- FL.S1.2.2 Interpret a clock and tell the time.
- FL.S1.2.3 Convert the 12-hour clock to the 24-hour clock.
- FL.S1.2.4 Analyze schedules (transportation/television, etc.).
- FL.S1.2.5 Identify the months in the target language.
- FL.S1.2.6 Identify the seasons in the target language.
- FL.S1.2.7 Differentiate between months and seasons.
- FL.S1.2.8 Categorize the weather expressions for months and seasons.
- FL.S1.2.9 Create a calendar in the target language and depict the months, seasons, and weather.

FL. S1. 3 **Students will use the target language to describe people and things using proper adjective agreement. (NLS 1.1, 1.2, 1.3)**

- FL.S1.3.1 Identify definite and indefinite articles.
- FL.S1.3.2 Categorize gender and adjective agreement.
- FL.S1.3.3 Describe people and family members.
- FL.S1.3.4 Utilize negation to describe people and things.
- FL.S1.3.5 Describe personal likes and dislikes.
- FL.S1.3.5 Design a family tree using appropriate gender adjectives.

FL.S1.4 Students will use the target language to describe school-related activities. (NLS 1.1, 1.2, 1.3, 4.1)

- FL.S1.4.1 Identify school objects, subjects, and places.
- FL.S1.4.2 Distinguish between regular and stem-changing verbs.
- FL.S1.4.3 Construct grammatically sound sentences with correct verb usage.
- FL.S1.4.4 Explain what 'has to be done' using 'tener + que' expression.
- FL.S1.4.5 Design a culturally appropriate schedule.

FL.S1.5 Students will use the target language to describe the house and chores and produce and label a sketch of a house. (NLS 1.1, 1.2, 1.3)

- FL.S1.5.1 Identify rooms in a house.
- FL.S1.5.2 Categorize chores in each room of the house
- FL.S1.5.3 Issue commands for chores around the house and school utilizing the appropriate direct object and direct object pronouns.
- FL.S1.5.4 Identify the placement of objects around the house using the appropriate prepositions.
- FL.S1.5.5 Produce and label a sketch of their house or their dream house.

FL.S1.6 Students will use the target language to describe and represent parts of the body and daily routine. (NLS 1.1, 1.2, 1.3)

- FL.S1.6.1 Identify parts of the body.
- FL.S1.6.2 Select appropriate reflexive verbs to describe daily routine.
- FL.S1.6.3 Create a representation of a person and identify parts of the body.
- FL.S1.6.4 Formulate a graphic organizer to depict their daily routine.

FL.S1.7 Students will use the target language to experience the culture and festivals of the target language. (NLS. 2.1, 2.2, 3.2, 5.1)

- FL.S1.7.1 Identify nationalities in the target language and culture.
- FL.S1.7.2 Compare target language holidays to their culture.
- FL.S1.7.3 Examine different cultural festivals of the target language.
- FL.S1.7.4 Produce food from the target culture.

Spanish 2

FL.S2.1 Students will use the target language to expand upon daily routine and chores in the home. (National Language Standards 1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 4.2)

- FL.S2.1.1 Compose written passages and visual presentation of daily routines and chores.
- FL.S2.1.2 Identify appropriate reflexive verbs used with daily routine.
- FL.S2.1.3 Distinguish between direct and indirect objects.
- FL.S2.1.4 Explain chores associated with each part of home.
- FL.S2.1.5 Use preterite tense to talk about what was completed at specific times in the past.

FL.S2.2 Students will use the target language to describe childhood pastimes and life events. (NLS 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2)

- FL.S2.2.1 List childhood activities and frequency of occurrence.
- FL.S2.2.2 Use imperfect tense to talk about themselves and what they did as a child.
- FL.S2.2.3 Identify words related to life events.
- FL.S2.2.4 Analyze authentic announcements of life events.
- FL.S2.2.5 Create a presentation depicting what the student was like as a child as well as life events.

FL.S2.3 Students will use the target language to talk about the community in which they live, including shopping, business, buildings and modes of transportation. (NLS 1.1, 1.2, 1.3, 2.1, 3.2, 4.2)

- FL.S2.3.1 Describe different jobs or careers in which they are interested.
- FL.S2.3.2 List what is needed for a shopping trip.
- FL.S2.3.3 Identify the various businesses and buildings that can be found around a city.
- FL.S2.3.4 State and ask for directions to buildings or businesses around a city.
- FL.S2.3.5 Create and present a fantasy city including buildings, businesses and streets, and identify directions with the appropriate modes of transportation.

FL.S2.4 Students will use the target language to identify cultural practices, products, and perspectives. (NLS 2.1, 2.2, 3.2, 4.2, 5.1)

- FL.S2.4.1 Compare and contrast holidays and festivals of the target culture to their own.
- FL.S2.4.2 Examine in more detail the culture and countries of the target language.
- FL.S2.4.3 Construct and present an altar representing the day of the dead.
- FL.S2.4.4 Produce a dish from the target culture and present in the target language.

Spanish 3

FL.S3.1 Students will use the target language to compare/contrast school, daily routine, clothing, and free time. (NLS 1.1,1.2,1.3)

- FL.S3.1.1 Analyze differences in school subjects and extracurricular activities.
- FL.S3.1.2 Distinguish between the preterite and imperfect tense in explaining daily routine using reflexive verbs.
- FL.S3.1.3 Identify clothing items worn on different parts of the body.
- FL.S3.1.4 Create a clothing store display using target language sizes and descriptions.
- FL.S3.1.5 Prioritize five activities you do when not in school.
- FL.S3.1.6 Create a day in-the-life presentation in target language detailing daily routine, clothing worn, favorite school subjects, and how time is spent outside of school.

FL.S3.2 Students will use the target language to discuss childhood, cultural specific celebrations, and shopping in a market setting. (NLS 1.1., 1.2.,1.3)

- FL.S3.2.1 Describe childhood using imperfect tense and adjectives.
- FL.S3.2.2 Investigate celebrations unique to Mexico.
- FL.S3.2.3 Identify a famous person and describe their life in target language.
- FL.S3.2.4 Use imperfect tense to present a favorite celebration as a child.
- FL.S3.2.5 Interpret budget to determine what necessary items can be bought.

FL.S3.3 Students will use the target language to discuss personal health, television and movies, future plans, and ethnic foods. (NLS 1.1, 1.2, 1.3)

- FL.S3.3.1 Describe personal health items found at pharmacy and home.
- FL.S3.3.2 Identify a favorite movie and describe it using the target language including the genre and reasons as to why it is your favorite.
- FL.S3.3.3 Use future tense to describe themselves in 20 years.
- FL.S3.3.4 Create a shopping list needed in target language (using metric system) to prepare authentic food.

FL.S3.4 Students will use the target language to talk about art/culture of ancient civilization, geography, and climate in Spanish speaking countries. (NLS 1.1, 1.2, 1.3)

- FL.S3.4.1 Investigate the daily life of the Mayas and create a Mayan figure.
- FL.S3.4.2 Compare/contrast works of Spanish artists.
- FL.S3.4.3 Produce map of Spanish speaking countries identifying 5 geographic features.
- FL.S3.4.4 Give weather forecast for a day in target language using Centigrade scale.
- FL.S3.4.5 Create a character with specific clothing based on climate and geography.

FL.S3.5 Students will use the target language to talk about personal and public identities. (NLS 1.1, 1.2, 1.3)

- FL.S3.5.1 Discuss basic needs for moving to a foreign country.
- FL.S3.5.2 Describe characteristics of friendship and character development.
- FL.S3.5.3 Investigate immigration and reasons people move to foreign lands.
- FL.S3.5.4 Identify the role of language in expanding job opportunities.
- FL.S3.5.5 Create a welcome letter to Spanish speaking family who moved into the community.

FL.S3.6 Students will use the target language to talk about contemporary life. (NLS 1.1, 1.2, 1.3)

- FL.S3.6.1 Discuss reasons to travel to Spanish speaking countries.
- FL.S3.6.2 List items needed when traveling to a Spanish speaking country.
- FL.S3.6.3 Investigate leisure activities and sports in the target language.
- FL.S3.6.4 Create an itinerary of places to travel in a Spanish speaking country.
- FL.S3.6.5 Create a biography of an athlete in the target language.

Spanish 4

FL.S4.1 Students will investigate the history, culture, geography, and daily life of Spain. (NLS 1.1, 1.2, 1.3)

- FL.S4.1.1 Investigate the Spanish Civil War, create a political poster (Republicans or Nationalists), and defend their “party” in a mock Town Hall meeting.
- FL.S4.1.2 Analyze the painting “*Guernica*” by Pablo Picasso and create their own *Guernica*.
- FL.S4.1.3 Research, prepare, and instruct how to make a Spanish tortilla, Paella, or tapa using informal affirmative commands and appropriate food vocabulary.
- FL.S4.1.4 Design a map indicating the provinces, major cities, geographical features and prominent industries/ attractions associated with the provinces of Spain.
- FLS4.1.5 Compose a letter to an American foreign exchange student describing a typical day in Spain.

FL.S4.2 Students will investigate the history, culture, geography, and daily life of Argentina. (NLS 1.1, 1.2, 1.3)

- FL.S4.2.1 Create a slide show/oral presentation of three of Argentina’s provinces incorporating travel vocabulary, relevant cultural aspects of the country and a variety of verb tenses.
- FL.S4.2.2 Research *El tango* (music, lyrics, and dance), design a sign for Tango lessons, and teach the dance steps to a partner using the colloquial form *vos* at our classroom *Festival Buenos Aires Tango*.
- FL.S4.2.3 Interpret the movie *Evita* and write a short (auto)biography from the point of view of one of the characters using a variety of vocabulary and verb tenses.
- FL.S4.2.4 Prepare *empanadas* and a vendor stall sign for use at the classroom *Feria de Mataderos* market incorporating food vocabulary and formal affirmative/negative commands.
- FL.S4.2.5 Create a visual for a language school in Argentina including classes, schedules, weather/seasons, appropriate clothing, special outings/field trips, and a typical day with an Argentinian host family.

FL.S4.3 Students will investigate the history, culture, geography, and daily life of Puerto Rico. (NLS 1.1, 1.2, 1.3)

- FL.S4.3.1 Compose a letter from Christopher Columbus to King Ferdinand and Queen Isabella about the arrival to the New World.
- FL.S4.3.2 Create an exhibit for the classroom *Museo de las Americas* (arts and crafts pertaining to daily life, clothes, tools, musical instruments) incorporating a variety of vocabulary and verb tenses in its description.
- FL.S4.3.3 Design a visual of Puerto Rico and write a message about your vacation – include places, activities, food, and the weather.
- FL.S4.3.4 Produce a presentation on Puerto Rico including tourism, environment, history, cuisine, music, and daily life, etc.

FL.S4.4 Students will investigate the history, culture, geography, and daily life of Mexico. (NLS 1.1, 1.2, 1.3)

- FL.S4.4.1 Research the history of Mexico including the Mexican Revolution and its effects on the culture and geography of Mexico.
- FL.S4.4.2 Create a visual for an archeological dig in the Yucatán including information on the civilization of the Mayans (food, beauty, religion, music, clothing), using a variety of vocabulary and verb tenses.
- FL.S4.4.3 Create a presentation depicting the daily life of the Aztecs using a variety of vocabulary and verb tenses.
- FL.S4.4.4 Investigate the Patron Saint of Mexico, *La Virgen de Guadalupe*, and create their own portrait of La Virgen.
- FL.S4.4.5 Create a walking tour map of Mexico City including major sites and attractions, descriptions, schedules, and entrance fees.

FL.S4.5 Students will investigate different careers and professions and use the appropriate language to construct a resume and complete the interview process. (NLS 1.1, 1.2, 1.3)

- FL.S4.5.1 Utilize appropriate language to identify different careers and professions
- FL.S4.5.2 Identify appropriate language to apply for a job, write a resume, and conduct an interview.
- FL.S4.5.3 Compose a mock interview using the appropriate target language.
- FL.S4.5.4 Compose a resume for a job in a Spanish-speaking country.
- FL.S4.5.5 Create a children's book of occupations and professions.

FL.S4.6 Students will investigate vocabulary relating to illnesses and injuries and use the appropriate language to communicate their maladies to a health professional. (NLS 1.1, 1.2, 1.3)

- FL.S4.6.1 Utilize appropriate language to identify different illnesses and maladies.
- FL.S4.6.2 Identify body parts in the target language.
- FL.S4.6.3 Investigate *Los Sanfermines* festival in Pamplona, Spain.
- FL.S4.6.4 Compose a mock conversation between a patient (*corredor*) and a doctor (*médico*) using the appropriate target language.
- FL.S4.6.5 Create a presentation on how to live a healthy lifestyle.

FL.S4.7 Students will investigate vocabulary relating to travel and will use the appropriate language in different travel scenarios. (NLS 1.1., 1.2, 1.3)

- FL.S4.7.1 Utilize appropriate language to identify different methods of transportation.
- FL.S4.7.2 Utilize appropriate language to buy transportation tickets and reserve a hotel room.
- FL.S4.7.3 Utilize appropriate language to ask for and give directions.
- FL.S4.7.4 Correctly tell time using the 24 hour clock.
- FL.S4.7.5 Create a backdrop of a travel agency/transportation facility utilizing appropriate target language vocabulary.
- FL.S4.7.6 Compose a mock conversation between a passenger and travel agent/transportation employee.

FL.S4.8 Students will investigate animals and utilize appropriate language to discuss a variety of topics pertaining to animals. (NLS 1.1, 1.2, 1.3)

- FL.S4.8.1 Utilize appropriate language to identify different animals.
- FL.S4.8.2 Identify animals' sounds as they are written in Spanish.
- FL.S4.8.3 Categorize animals into different classes.
- FL.S4.8.4 Produce and present a visual depicting animals of the ocean, a farm, a zoo, or a jungle including descriptions of each animal.
- FL.S4.8.5 Compose a visual model that describes an animal that is at risk of becoming endangered and what can be done to help.

AP Spanish

The AP Spanish curriculum follows the topics outlined in the course description as set forth by the AP College Board.

Spanish for Spanish Speakers 1/2

FL.SSS1/2.1 **Students will learn how to read, write, and communicate in the Spanish language through a focus on authentic literature and culture of Latin America and Spain. (National Language Standards 1.1,1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 5.1)**

- FL.SSS1/2.1.1 Differentiate between the standard language and the popular language in Spanish.
- FL.SSS1/2.1.2 Compare the sounds of the Spanish alphabet with the English one.
- FL.SSS1/2.1.3 Classify the “borrowed” words from the English language.
- FL.SSS1/2.1.4 Analyze the reason for the use of Spanglish in the United States.
- FL.SSS1/2.1.5 Create word maps that include the definition, sentence, origins and if there is a regionalisms from a different country.

FL.SSS1/2.2 **Students will be able to compose a well-structured written piece, using a variety of sentences with well-developed sentences. (National Language Standards 1.1,1.2, 2.1, 2.3, 3.1, 4.1, 4.2, 5.1)**

- FL.SSS1/2.2.1 Distinguish between nouns, adjectives, adverbs and verbs.
- FL.SSS1/2.2.2 Modify nouns and verbs to change them to adverbs, nouns and/or adjectives.
- FL.SSS1/2.2.3 Evaluate the choice of words and expressions considering the purpose and context of a communication.
- FL.SSS1/2.2.4 Identify the writing mechanics needed to construct a well-structured written piece.

FL.SSS1/2.3 **Students will be able to discuss native groups in Spanish speaking countries using the present tense and the past (preterit) tense. (National Language Standards 1.1,1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1)**

- FL.SSS1/2.3.1 Investigate and analyze the information found in a native group from one of the twenty-one Spanish speaking countries.
- FL.SSS1/2.3.2 Use the present tense to describe the physical and cultural aspects of the indigenous group they have chosen to research.
- FL.SSS1/2.3.3 Students will categorize the information into a well-organized presentation for their peers.
- FL.SSS1/2.3.4 Arrange the information they find to be most pertinent to understand the indigenous group in a presentation to their peers.

FL.SSS1/2.4 **Students will be able to describe the “conquistadores” and their actions through the use of both past tenses, the imperfect and preterit, in Spanish. (National Language Standards 1.1,1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2)**

FL.SSS1/2.4.1 Analyze a letter written in the 15th century by one of the conquistadores.

FL.SSS1/2.4.2 Analyze and differentiate between the two past tenses to either describe the people or the actions taken or to relate the facts of the past.

FL.SSS1/2.4.3 Apply the rules on the uses of the imperfect and the preterit to describe what happened during the colonization.

FL.SSS1/2.5 **Students will be able to discuss how the increase in population affects life in Hispanic cities. (National Language Standards 1.1,1.2, 1.3, 3.1, 3.2, 4.1, 4.2, 5.1)**

FL.SSS1/2.5.1 Compare the different lifestyles of the rural and urban cities.

FL.SSS1/2.5.2 Assess and identify the issues that affect the Hispanic communities and further development of their culture.

FL.SSS1/2.5.3 Summarize and discuss how the increase in population has affected and is affecting life in the Hispanic cities.

German 1

FL.G1.1 Students will use the target language to introduce themselves and others, give and ask for personal information (such as phone numbers and emails), ask how someone is feeling, and ask for someone's origin. (All tasks will be performed via all modes of communication.) (National Language Standards 1.1, 1.2, 1.3, 2.1)

- FL.G1.1.1 Construct proper greetings and farewells.
- FL.G1.1.2 Ask others how they are and respond appropriately.
- FL.G1.1.3 Differentiate between formal and informal greetings.
- FL.G1.1.4 Recite the alphabet.
- FL.G1.1.5 Calculate simple math problems in German.
- FL.G1.1.6 Recite numbers 0-20.
- FL.G1.1.7 State their phone number when asked.
- FL.G1.1.8 State their email when asked.
- FL.G1.1.9 Create appropriate responses when asked for information.

FL.G1.2 Students will use the target language to state numbers and time, recite months and seasons. (NLS 1.1, 1.2, 1.3)

- FL.G1.2.1 Recite the numbers 21-60.
- FL.G1.2.2 Interpret a clock and tell the time.
- FL.G1.2.3 Convert the 12-hour clock to the 24-hour clock.
- FL.G1.2.4 Analyze schedules (transportation/television, etc.).
- FL.G1.2.5 Identify the months in the target language.
- FL.G1.2.6 Identify the seasons in the target language.
- FL.G1.2.7 Differentiate between months and seasons.
- FL.G1.2.8 Categorize the weather expressions for months and seasons.
- FL.G1.2.9 Create a calendar in the target language and depict the months, seasons, and weather.

FL. G1. 3 Students will use the target language to describe people and things using proper adjective agreement. (NLS 1.1, 1.2, 1.3)

- FL.G1.3.1 Identify definite and indefinite articles.
- FL.G1.3.2 Categorize gender and adjective agreement.
- FL.G1.3.3 Describe people and family members.
- FL.G1.3.4 Utilize negation to describe people and things.
- FL.G1.3.5 Describe personal likes and dislikes.
- FL.G1.3.5 Design a family tree using appropriate gender adjectives.

FL.G1.4 Students will use the target language to describe school-related activities. (NLS 1.1, 1.2, 1.3, 4.1)

- FL.G1.4.1 Identify school objects, subjects, and places.
- FL.G1.4.2 Distinguish between regular and stem-changing verbs.
- FL.G1.4.3 Construct grammatically sound sentences with correct verb usage.
- FL.G1.4.4 Explain what 'has to be done' using 'tener + que' expression.
- FL.G1.4.5 Design a culturally appropriate schedule.

FL.G1.5 Students will use the target language to describe the house and chores and produce and label a sketch of a house. (NLS 1.1, 1.2, 1.3)

- FL.G1.5.1 Identify rooms in a house.
- FL.G1.5.2 Categorize chores in each room of the house
- FL.G1.5.3 Issue commands for chores around the house and school utilizing the appropriate direct object and direct object pronouns.
- FL.G1.5.4 Identify the placement of objects around the house using the appropriate prepositions.
- FL.G1.5.5 Produce and label a sketch of their house or their dream house.

FL.G1.6 Students will use the target language to describe and represent parts of the body and daily routine. (NLS 1.1, 1.2, 1.3)

- FL.G1.6.1 Identify parts of the body.
- FL.G1.6.2 Select appropriate reflexive verbs to describe daily routine.
- FL.G1.6.3 Create a representation of a person and identify parts of the body.
- FL.G1.6.4 Formulate a graphic organizer to depict their daily routine.

FL.G1.7 Students will use the target language to experience the culture and festivals of the target language. (NLS. 2.1, 2.2, 3.2, 5.1)

- FL.G1.7.1 Identify nationalities in the target language and culture.
- FL.G1.7.2 Compare target language holidays to their culture.
- FL.G1.7.3 Examine different cultural festivals of the target language.
- FL.G1.7.4 Produce food from the target culture.

German 2

FL.G2.1 Students will use the target language to expand upon daily routine and chores in the home. (National Language Standards 1.1,1.2,1.3,3.1,3.2,4.1,4.2)

- FL.G2.1.1 Compose written passages about daily routine.
- FL.G2.1.2 Identify appropriate reflexive verbs used with daily routine.
- FL.G2.1.3 Distinguish between direct and indirect objects used for chores.
- FL.G2.1.4 Explain chores associated with each part of home.
- FL.G2.1.5 Use past tense to talk about what was completed at specific times in the past.
- FL.G2.1.6 Compose visual presentation of daily routine and chores.

FL.G2.2 Students will use the target language to describe childhood pastimes and life events. (NLS 1.1,1.2,1.3, 2.1, 3.1, 3.2, 4.1, 4.2)

- FL.G2.2.1 List childhood activities and frequency of occurrence.
- FL.G2.2.2 Use past tense to talk about themselves and what they did as a child.
- FL.G2.2.3 Identify words related to life events.
- FL.G2.2.4 Analyze authentic announcements of life events.
- FL.G2.2.5 Create a presentation depicting what the student was like as a child as well as life events.

FL.G2.3 Students will use the target language to talk about the community in which they live, including shopping, business, buildings. (NLS 1.1, 1.2, 1.3, 2.1, 3.2, 4.2)

- FL.G2.3.1 Describe different jobs or careers in which they are interested.
- FL.G2.3.2 List what is needed for a shopping trip.
- FL.G2.3.3 Identify the various businesses that can be found in a city and the departments that can be found in a department store.
- FL.G2.3.4 Ask for help in a department store and be able to give instructions.
- FL.G2.3.5 Create and present a department store including different departments and articles.

FL.G2.4 Students will use the target language to identify cultural practices, products, and perspectives. (NLS 2.1, 2.2, 3.2, 4.2, 5.1)

- FL.G2.4.1 Compare and contrast holidays and festivals of the target culture to their own.
- FL.G2.4.2 Examine in more detail the culture of the target language.
- FL.G2.4.3 Construct and present an advent calendar.
- FL.G2.4.4 Produce a dish from the target culture and present in the target language.

German 3/4

FL.G3/4.1 Students will differentiate between the different German areas and States, identify industries that go with each area or state, produce and present in the target language a visual model that describes the geography and industries of a given German state or area. (NLS 3.2, 4.2)

- FL.G3/4.1.1 Identify areas inside of Germany as well as the surrounding German speaking countries.
- FL.G3/4.1.2 Compare and contrast Germany's geography to that of another country.
- FL.G3/4.1.3 Differentiate between different German states and areas.
- FL.G3/4.1.4 Identify industries as they relate to specific German states or areas.
- FL.G3/4.1.5 Produce and present in the target language a visual model that describes the geography and industries of a given German state or area.

FL.G3/4.2 Students will use the appropriate vocabulary words in the target language to construct a resume and complete the interview process. (NLS 1.1, 1.2, 1.3, 4.1, 4.2, 5.1)

- FL.G3/4.2.1 Utilize appropriate language to identify different jobs.
- FL.G3/4.2.2 Identify appropriate language to apply for a job, write a resume, and conduct an interview.
- FL.G3/4.2.3 Compose a mock interview using the appropriate target language.
- FL.G3/4.2.4 Construct a resume for a job at a German company.

FL.G3/4.3 Students will use appropriate language to discuss historical figures and companies in the target language. (NLS 3.1, 3.2, 4.2)

- FL.G3/4.3.1 Analyze the different parts of history that led to the Third Reich.
- FL.G3/4.3.2 Differentiate between the different governments that were used during certain time periods.
- FL.G3/4.3.3 Assess the different historical figures and the types of governments that were brought to Germany.
- FL.G3/4.3.4 Examine the daily life during pivotal moments in German history.
- FL.G3/4.3.5 Compose a visual representation of a historical figure or company.

FL.G3/4.4 Students will analyze short stories and novels written in the target language. (NLS 1.1, 1.2, 3.1, 3.2, 4.2)

- FL.G3/4.4.1 Explain the events that take place during the story.
- FL.G3/4.4.2 Identify different cities and places that were used in the story.
- FL.G3/4.4.3 Differentiate between different characters and places.
- FL.G3/4.4.4 Generate a new outcome for the main characters.
- FL.G3/4.4.5 Analyze the main components of the story and the outcome for each character.

FL.G3/4.5 Students will analyze and compare German fairy tales to American fairy tales. (NLS 3.1, 3.2, 4.2)

- FL.G3/4.5.1 Identify the differences between German and American fairy tales.
- FL.G3/4.5.2 Analyze the common components in fairy tales.
- FL.G3/4.5.3 Create new outcomes for the characters.
- FL.G3/4.5.4 Design a new fairy tale in the target language authentic to a typical German fairy tale.