

World Language Courses

Previous performance in World Languages courses and teacher recommendation should be considered in course selection.

FRENCH I

Recommendation: Rising 9th graders should have a strong academic record in reading and writing. Students in rising grades 10-12 should have a GPA of 2.0 or higher.

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills: listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language requirements.

Topics include the present tense, agreement and placement of adjectives, negative expressions, partitive articles, definite and indefinite articles, numbers, common prepositions, telling time, basic foods, forming questions, demonstrative adjectives, weather expressions, the calendar, basic idiomatic expressions, and the culture of the French-speaking world.

A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

FRENCH II

Prerequisite: French I

Note: This course is recommended for the student who has successfully completed French I with an average of 75% or higher, or who has completed two years of study in middle school and scored appropriately on the exit exam.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact concerning issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text.

Grammatical topics include the passé composé, the imperfect past tense, the future tense, object pronouns, commands, reflexive verbs, relative pronouns, and special uses of prepositions.

Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

FRENCH III (HONORS)

Prerequisite: French II

Note: This course is recommended for the student who has successfully completed French II with a B or higher.

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create in the language and access various materials (short literary texts, authentic materials, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well

as initiate and maintain face-to-face communication. They identify and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time.

Students continue to refine their knowledge and understanding of the target language and culture(s) and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course.

Note: The objectives and proficiency expectations for French III are written at the honors level; therefore this course is always assigned to category H (1/2 point).

FRENCH IV (HONORS)

Prerequisite: French III (Honors)

Note: This course is recommended for the student who has successfully completed French III with a B or higher.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of tenses. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, and excerpts from various periods of literature, current events, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target culture(s) and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

Note: The objectives and proficiency expectations for French IV are written at the honors level; therefore this course is always assigned to category H (1/2 point).

FRENCH V (HONORS)

Prerequisite: French IV (Honors)

Note: This course is recommended for the student who has successfully completed French IV with a B or higher.

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on comprehension of the spoken and written target language in various contexts, communication that is coherent and resourceful, and the organization and sharing of oral presentations and written presentations.

Note: The objectives and proficiency expectations for French V are written at the honors level; therefore this course is always assigned to category H (1/2 point).

SPANISH I

Recommendation: Rising 9th graders should have a strong academic record in reading and writing. Students in rising grades 10-12 should have a GPA of 2.0 or higher.

This course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills: listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language requirements.

A general introduction to culture (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and cultures to their own. Integration of other disciplines is ongoing throughout the course.

SPANISH II

Prerequisite: Spanish I

Note: This course is recommended for the student who has successfully completed Spanish I with an average of 75% or higher, or who has completed two years of study in middle school and scored appropriately on the exit exam.

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They are able to satisfy basic survival needs and interact concerning issues of everyday life in present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple text.

Students develop a better understanding of the similarities and differences between cultures and languages and they examine the influence of the beliefs and values on the target culture(s). Integration of the other disciplines is ongoing throughout the course.

SPANISH III (HONORS)

Prerequisite: Spanish II

Note: This course is recommended for the student who has successfully completed Spanish II with a B or higher.

This course provides students with additional opportunities to expand their listening, speaking, reading and writing skills as they create in the language and access various

materials (short literary texts, authentic materials, technical manuals, and other media) in generally familiar topics. Students satisfy limited communication and social interaction demands as well as initiate and maintain face-to-face communication. They identify main ideas and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements.

Students continue to refine their knowledge and understanding of the target language and cultures and their own by examining the interrelationship of other cultures to their own, by demonstrating behaviors appropriate in target cultures, and by applying their knowledge and skills inside and outside of the classroom setting. Integration of other disciplines is ongoing throughout the course.

Note: The objectives and proficiency expectations for Spanish III are written at the honors level; therefore this course is always assigned to category H (1/2 point).

SPANISH IV (HONORS)

Prerequisite: Spanish III (Honors)

Note: This course is recommended for the student who has successfully completed Spanish III with a B or higher.

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of tenses. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary, as described above. Many different types of text (short stories, poetry, and excerpts from various periods of literature, current events, technical manuals, and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication.

There is more in-depth study of the target cultures and their influence throughout the world. Students are able to connect the target language to other disciplines and can compare it to their own. Finally, they are able to use the language inside and outside of the classroom setting.

Note: The objectives and proficiency expectations for Spanish IV are written at the honors level; therefore this course is always assigned to category H (1/2 point).

SPANISH V (HONORS)

Prerequisite: Spanish IV (Honors)

Note: This course is recommended for the student who has successfully completed Spanish IV with a B or higher. This course is to be taken in the fall along with AP Spanish Language and Culture in the spring.

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and written target language in various contexts, coherent and resourceful communication, and the organization and sharing of oral presentations and written presentations

Note: The objectives and proficiency expectations for Spanish V are written at the honors level; therefore this course is always assigned to category H (1/2 point).

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

Prerequisite: Spanish V (Honors)

Note: This course is to be taken after taking Spanish V in the fall. Students must purchase a workbook for this course.

This course emphasizes the use of language for active communication. Students develop language skills (reading, writing, listening, and speaking) that can be used in

various activities and disciplines, and in formal and informal settings, rather than focusing on any specific subject matter. Emphasis is placed on the comprehension of the spoken and

written target language in various contexts, coherent, and resourceful communication, and the organization and sharing of oral presentations and written presentations.

This course follows the prescribed curriculum of the Advanced Placement program. Instruction focuses on the mastery of language skills through increased reading, conversation, and composition at the college level.

All students who take the AP Spanish Language and Culture course are expected to take the APSPC exam, which is an integral part of the learning experience and is the culmination of their work in the course.

LATIN I

Recommendation: Rising 9th graders should have a strong academic record in reading and writing. Students in rising grades 10-12 should have a GPA of 2.0 or higher.

This course is an introduction to the study of Latin, a classical language. Students learn the basics of the Latin language, learn Latin vocabulary, become familiar with Roman history and culture, and improve their literacy skills through the analysis of increasingly complex Latin texts. The textbook for the course is *Ecce Romani I*.

By the end of Latin I, students will be able to read Latin texts aloud with fluency, read and translate adapted Latin texts, compose simple Latin sentences with grammatical accuracy, and demonstrate mastery of Latin verb, noun, and adjective forms.

LATIN II

Prerequisite: Latin I with a grade of C or higher or teacher recommendation

This course continues the study of the Latin language, Roman history, and Roman culture. Students will master major concepts including subordinate clauses, passive

verbs, infinitives, participles, and the subjunctive mood. The textbook for the course is *Ecce Romani II*.

In Latin II, students will continue to acquire Latin vocabulary and to relate Latin vocabulary to English. Students will continue to read and translate increasingly complex Latin texts, deepen their knowledge of the Roman Republic and its transition to Empire, and relate ancient Roman culture to modern cultures.

By the end of Latin II, students will be able to begin reading unadapted Latin texts.

LATIN III (HONORS)

Prerequisite: Latin II with a grade of B or higher or teacher recommendation

This course focuses on mastery of advanced Latin grammar through the careful study of authentic Latin texts. Students will begin their study of Latin literature, both prose and poetry, and will continue to expand their reading vocabulary and comfort with sight translation.

Students will continue to read and translate increasingly complex Latin texts, deepen their knowledge of the Roman Republic and its transition to Empire, and relate ancient Roman culture to modern cultures. By the end of Latin III Honors, students will be able to read short unadapted Latin texts with the assistance of a commentary and dictionary.

Note: The objective and proficiency expectations for Level III are written at honors level; therefore this course is always assigned to category H (1/2 point).

LATIN IV (HONORS)

Prerequisite: Latin III (Honors) with a grade of B or higher or teacher recommendation

This course consists of a survey of Latin prose and poetry. For the first quarter, students read prose selections from major authors including Caesar, Cicero, Sallust, and Pliny. In the second quarter, students read poetry selections from authors including Catullus, Horace, Martial, and Vergil.

At this advanced stage of their studies, students continue their work toward reading fluency by studying authentic Latin texts. A major focus of Level IV is on the reading of authentic texts with grammar taught in context of the readings. Emphasis is placed on accurate translation, analysis of Latin texts, and essay writing.

Note: The objective and proficiency expectations for Level IV are written at honors level; therefore this course is always assigned to category H (1/2 point).

ADVANCED PLACEMENT LATIN

Prerequisite: Latin IV (Honors) with a grade of B or higher or teacher recommendation

The AP Latin course is equivalent to college Latin studies in the fourth through sixth semesters. In accordance with the AP Latin course syllabus, students read selections from Caesar's *Gallic Wars* and from Vergil's *Aeneid*. Students interpret and analyze Latin texts for literary themes and attributes, and also consider the cultural, social, and political context in which the texts were written.

All students who take the AP Latin course are expected to take the AP Latin exam, which is an integral part of the learning experience and is the culmination of their work in the course.