



WORLD LANGUAGES

WWW.D125.ORG/COURSEBOOK

FRENCH PATHWAY

French 1
Full Year Course
FRE101/FRE102

French 2 Accelerated
Full Year Course
FRE211/FRE212

French 3 Accelerated
Full Year Course
FRE311/FRE312

AP French Language Honors
Full Year Course
FRE601/FRE602

GERMAN PATHWAY

German 1
Full Year Course
GRE101/GRE102

German 2 Accelerated
Full Year Course
GRE211/GRE212

German 3 Accelerated
Full Year Course
GRE311/GRE312

AP German Language Honors
Full Year Course
GRE601/GRE602

WORLD LANGUAGES DIVISION

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World Languages Department
English Language Learning Department



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World Languages: Your Key to the World—Opening Doors. Opening Minds.

To meet the aims and purpose of world language instruction, it is recommended that students take two to five years of a language. Many colleges and universities require a two to four year sequence in one language.

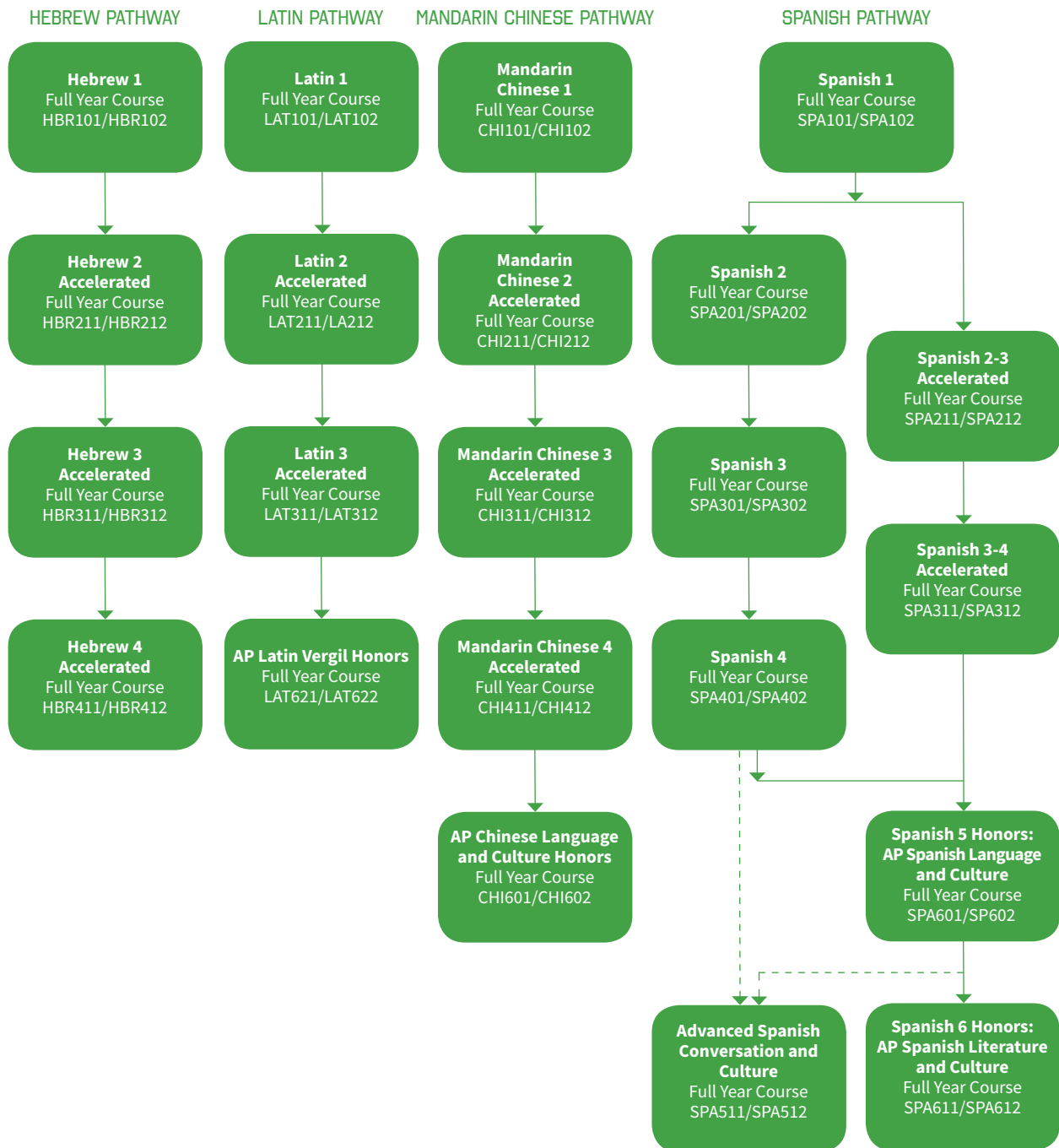
A placement exam must be taken by all incoming freshmen and transfer students who have prior experience in Spanish, French, German, Mandarin Chinese, Hebrew, or Latin. By meeting proficiency standards in the placement exam, the student will be placed in the appropriate second year course.

Students who have developed proficiency in a language through life experience, rather than through formal study, may be placed by examination into the most appropriate language course for their skill level. However, no transcript credit for earlier courses in that language will be awarded.

Prior credit approval from the World Language Director is needed before enrolling in courses for external credit. Please refer to the “External Credits” section of the course book.

World Languages courses satisfy the graduation requirement for elective credits.

COURSE OFFERINGS



WORLD LANGUAGES DEPARTMENT

FRENCH 1 (COLLEGE PREP)

FRE101—SEMESTER 1
OPEN TO 9-10-11-12
PREREQUISITE: NONE

FRE102—SEMESTER 2
FULL YEAR

Students begin to develop their competence in French across three modes of communication: interpersonal, presentational, and interpretative. They will explore the language in the context of six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes (speaking and writing) provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. Additionally, students explore the cultures of the French-speaking world, making comparisons and connections with their own experiences. Communication in class (teacher-student and student-student) is primarily in French.

FRENCH 2 (ACCELERATED)

FRE211—SEMESTER 1
OPEN TO 9-10-11-12
PREREQUISITE: FRENCH 1 OR PASSING THE PLACEMENT EXAM FOR FRENCH 2 (ACCELERATED) AND APPROVAL OF DIRECTOR

FRE212—SEMESTER 2
FULL YEAR

This course is the first in the three year accelerated sequence that prepares students for AP French Language. Students continue to develop their competence in French across the three modes of communication in the context of the six AP themes. Performance-based assessments in the interpersonal and presentational modes (speaking and writing) provide the students the opportunity to use the language in practiced, familiar contexts as well as occasional, unfamiliar topics with increasing independence. Interpretive listening and reading is focused on the recognition of key details and making inferences about the content of authentic sources. Students continue to explore the cultures of the French-speaking world in new contexts. Communication in class (teacher-student and student-student) is primarily in French.

FRENCH 3 (ACCELERATED)

FRE311—SEMESTER 1
OPEN TO 10-11-12
PREREQUISITE: FRENCH 2 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR FRENCH 3 (ACCELERATED) AND APPROVAL OF DIRECTOR

FRE312—SEMESTER 2
FULL YEAR

This course is the second in the three year accelerated sequence that prepares students for AP French Language. Students continue to develop their competence in French across the three modes of communication in the context of the six AP themes. Performance-based assessments in the interpersonal and presentational modes (speaking and writing) provide the students the opportunity to use French independently in familiar contexts, with the increasing ability to use the language in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Throughout the course, students continue to explore the cultures of the French-speaking world in new contexts. In this course, students also read authentic literature including poems, short stories, and excerpts from novels. Communication in class (teacher-student and student-student) is entirely in French.

AP FRENCH LANGUAGE (HONORS)

FRE601—SEMESTER 1
OPEN TO 11-12
PREREQUISITE: FRENCH 3 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR AP FRENCH LANGUAGE (HONORS) AND APPROVAL OF DIRECTOR

FRE602—SEMESTER 2
FULL YEAR

Students continue to work to develop their competence across the three modes of communication in the context of the six AP themes, as they simultaneously prepare for the AP French Language and Culture exam. Performance-based assessments (speaking and writing) provide the students the opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks involve authentic sources designed for native speakers and are focused on both literal comprehension and inferential interpretation. A variety of authentic print, audio, and video materials provide the basis for exploration of the cultures of the French-speaking world. Tasks involve students analyzing and making comparisons with their own cultural products, practices, and perspectives. Communication in class (teacher-student and student-student) is entirely in French. Students who enroll in this course will be prepared to take the AP French Language and Culture exam in May.

GERMAN 1 (COLLEGE PREP)

GRE101—SEMESTER 1
OPEN TO 9-10-11-12
PREREQUISITE: NONE

GRE102—SEMESTER 2
FULL YEAR

German 1 is an introduction to German language and culture. Students begin to develop their competence in German across the three modes of communication: interpersonal, presentational, and interpretative in the context of the following AP themes: Contemporary Life and Personal and Public Identities. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. By the end of the course, students will be able to communicate in German in a basic way in familiar contexts. Moreover, they will be able to read and understand short stories in German. Additionally, students will explore the target culture, make comparisons and connections with their own experiences, and come to view language learning as a lifelong pursuit. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in German. This is the first course in a four course sequence that prepares students for AP German Language.

GERMAN 2 (ACCELERATED)

GRE211—SEMESTER 1
OPEN TO 9-10-11-12
PREREQUISITE: GERMAN 1 OR PASSING THE PLACEMENT EXAM FOR GERMAN 2 (ACCELERATED) AND APPROVAL OF DIRECTOR

GRE212—SEMESTER 2
FULL YEAR

Students continue to work to develop their competence in German across the three modes of communication in the context of the following AP themes: Contemporary Life, Families and Communities, and Science and Technology. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Moreover, they will be able to read and understand more complex stories in German. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in German. This is the second course in a four course sequence that prepares students for AP German Language.

GERMAN 3 (ACCELERATED)

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

GRE311—SEMESTER 1
OPEN TO 10-11-12
PREREQUISITE: GERMAN 2 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR GERMAN 3 (ACCELERATED) AND APPROVAL OF DIRECTOR.

GRE312—SEMESTER 2
FULL YEAR

This course, which moves at a faster pace than German 2 Accelerated, begins preparation for the AP German Language and Culture Exam. Students continue to work to develop their competence in German across the three modes of communication in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in familiar contexts independently. Additionally, authentic materials will expand their German knowledge. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in German. This is the third course in a four course sequence that prepares students for AP German Language.

AP GERMAN LANGUAGE (HONORS)

GRE601—SEMESTER 1
OPEN TO 11-12
PREREQUISITE: GERMAN 3 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR AP GERMAN AND APPROVAL OF DIRECTOR

GRE602—SEMESTER 2
FULL YEAR

This AP German course is designed for motivated students who have successfully finished three years of German and who are interested in taking a higher level German course. It is aimed to prepare students who are interested in taking the AP German Language and Culture exam, and/or in furthering their study in the German language and culture. Special emphasis is placed on the use of authentic source materials related to culture and current events and the integration of language skills. Specific work includes: analysis of articles and literature, formal and informal oral presentations, formal and informal writings, a variety of audios/videos related to conversations, announcements, news reports, or academic or cultural topic related to the German-speaking world. The expectation is that all communication in the classroom (teacher-student and/or student-student) take place in German. Students who enroll in this course will be prepared to take the AP German Language and Culture exam in May.

HEBREW 1 (COLLEGE PREP)

HBR101—SEMESTER 1
OPEN TO 9-10-11-12
PREREQUISITE: NONE

HBR102—SEMESTER 2
FULL YEAR

Hebrew 1 is an introduction to the Hebrew language and Israeli culture. Students develop their competencies across three modes of communication: interpersonal, presentational, and interpretative. Students become comfortable reading the print form of the Hebrew alphabet that appears in books and also learn the script form for writing. The course explores the language in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the interpersonal, presentational, and interpretive modes provides students with the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks focus on the acquisition and recognition of basic stated information in Hebrew. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Hebrew. Additionally, students explore Israeli culture, make comparisons and connections with their own experiences, and come to view language learning as a lifelong pursuit.

HEBREW 2 (ACCELERATED)

HBR211—SEMESTER 1
OPEN TO 9-10-11-12
PREREQUISITE: HEBREW 1 OR PASSING THE PLACEMENT EXAM FOR HEBREW 2 (ACCELERATED) AND APPROVAL OF DIRECTOR

HBR212—SEMESTER 2
FULL YEAR

Students continue to develop their competence in Hebrew across the three modes of communication: interpersonal, presentational and interpretive. Students also continue to learn in the context of the six AP themes: Global Challenges; Science and Technology; Contemporary Life; Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments provide the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading activities are focused on the acquisition and recognition of key details in Hebrew. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Hebrew. Additionally, students explore Israeli culture through a variety of contexts and authentic materials, such as short stories, essays, poems, songs, news reports, advertising, and video clips from Israel.

HEBREW 3 (ACCELERATED)

HBR311—SEMESTER 1
OPEN TO 10-11-12

HBR312—SEMESTER 2
FULL YEAR

PREREQUISITE: HEBREW 2 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR HEBREW 3 (ACCELERATED) AND APPROVAL OF DIRECTOR

Students continue to develop their competence in Hebrew across the three modes of communication: interpersonal, presentational and interpretive in a near-immersion environment. Students also continue to learn in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments provide us the opportunity to use the language independently in familiar contexts. Interpretive listening and reading activities are focused on the ability to interpret and infer meaning in Hebrew. Practice is provided regularly, both within the classroom and at home. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Hebrew. Students continue to explore Israeli culture through a variety of contexts and authentic materials, such as short stories, essays, poems, songs, news reports, advertising, art, video clips, and movies from Israel.

HEBREW 4 (ACCELERATED)

HBR411—SEMESTER 1
OPEN TO 11-12

HBR412—SEMESTER 2
FULL YEAR

PREREQUISITE: HEBREW 3 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR HEBREW 4 (ACCELERATED) AND APPROVAL OF DIRECTOR

Students develop their competence in Hebrew and engage in higher-level reading, writing, listening and speaking activities that align with the interpersonal, presentational and interpretive modes of communication in an immersion environment. Students continue to learn in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments provide the opportunity to use the language independently even in unfamiliar contexts. Interpretive listening and reading activities are focused on both literal comprehension and inferential interpretation of the language. In Hebrew 4, classroom discussions and debates are lead by the students. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Hebrew. Israeli culture continues to be explored through a variety of contexts and authentic materials, such as short stories, essays, poems, songs, print and broadcast news reports, advertising, art, video-clips, popular TV sitcoms and movies from Israel.

LATIN 1 (COLLEGE PREP)

LAT101—SEMESTER 1
OPEN TO 9-10-11-12
PREREQUISITE: NONE

LAT102—SEMESTER 2
FULL YEAR

Latin 1 focuses on learning the basics of Latin grammar, syntax, and vocabulary. This course is designed to enable students to read materials in Latin with ease and understanding and to write original Latin sentences employing the vocabulary and grammatical structures learned. Additionally, basic prefixes, suffixes, and roots of vocabulary words and word families will be studied. This class will also cover topics in Roman history, mythology, and culture.

LATIN 2 (ACCELERATED)

LAT211—SEMESTER 1
OPEN TO 9-10-11-12

LAT212—SEMESTER 2
FULL YEAR

PREREQUISITE: LATIN 1 OR PASSING THE PLACEMENT EXAM FOR LATIN 2 (ACCELERATED) AND APPROVAL OF DIRECTOR

Latin 2 focuses on refining students' knowledge of grammar and syntax from Latin 1 in order to facilitate the translation of more complex passages. Readings will focus on daily life in Rome, mythology, and the heroic ideal. In addition, students will complete a semester of vocabulary study based on Latin roots, which is designed to increase students' English vocabulary. Students will also study prescription writing in Latin abbreviations, Latin in modern law, and Latin in medicine and anatomy.

LATIN 3 (ACCELERATED)

LAT311—SEMESTER 1
OPEN TO 10-11-12

LAT312—SEMESTER 2
FULL YEAR

PREREQUISITE: LATIN 2 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR LATIN 3 (ACCELERATED) AND APPROVAL OF DIRECTOR

Students will explore various selections of Latin literature. Students will continue to refine their skills in literal translation, sight translation, scansion, and literary analysis both in the target language and in English in order to facilitate greater fluency in the reading of Latin literature. Authors that will be studied include Ovid, Catullus, Cicero, Plautus, and Caesar. Caesar is studied in order to provide a bridge to advanced placement in fourth year.

AP LATIN VERGIL (HONORS)

DUAL CREDIT AVAILABLE WITH LOYOLA UNIVERSITY

LAT621—SEMESTER 1
OPEN TO: 11-12

LAT622—SEMESTER 2
FULL YEAR

PREREQUISITE: LATIN 3 (ACCELERATED) AND APPROVAL OF DIRECTOR

Students will complete preparation for the AP Latin exam. Students will continue to refine reading, writing, listening, and speaking skills. Training in translation, meter, and poetic devices involved in the study of major Latin works of literature will be stressed. The students will become more comfortable in the reading and interpretation of Vergil's *Aeneid* and Caesar's *De Bello Gallico*. To achieve this endeavor, both the cultural component (history, politics, social structure, and art) and the linguistic aspect (grammar, vocabulary, and structure) will be emphasized. Students proceeding to AP Latin will be provided with summer readings by the classroom instructor. Students who enroll in this course will be prepared to take the AP Latin exam in May.

MANDARIN CHINESE 1 (COLLEGE PREP)

CHI101—SEMESTER 1

OPEN TO: 9-10-11-12

PREREQUISITE: NONE

CHI102—SEMESTER 2

FULL YEAR

Mandarin Chinese 1 is an introduction to Chinese language and culture. It is designed for students who are not heritage/native speakers*. Students begin to develop their competence in Chinese across the three modes of communication: interpersonal, presentational, and interpretative in the context of the following global themes: Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. By the end of the course, students will be able to communicate in Mandarin (the spoken language) and Hanzi (the written language) in a basic way in familiar contexts. Additionally, students explore the target culture, make comparisons and connections with their own experiences, and come to view language learning as a lifelong pursuit. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Mandarin.

* *There is a placement exam for heritage students or students with prior knowledge that includes reading, writing, and a short interview. The results from the exam will determine the appropriate course for the student.*

MANDARIN CHINESE 2 (ACCELERATED)

CHI211—SEMESTER 1

OPEN TO: 9-10-11-12

PREREQUISITE: MANDARIN CHINESE 1 OR PASSING THE PLACEMENT EXAM FOR MANDARIN CHINESE 2 (ACCELERATED) AND APPROVAL OF DIRECTOR

CHI212—SEMESTER 2

FULL YEAR

Mandarin Students continue to work to develop their competence in Chinese across the three modes of communication in the context of the following AP themes: Contemporary Life, Families and Communities, Beauty and Aesthetics, and Science and Technology. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Mandarin.

MANDARIN CHINESE 3 (ACCELERATED)

CHI311—SEMESTER 1

OPEN TO: 9-10-11-12

PREREQUISITE: MANDARIN CHINESE 2 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR MANDARIN CHINESE 3 (ACCELERATED) AND APPROVAL OF DIRECTOR

CHI312—SEMESTER 2

FULL YEAR

This course, which moves at a faster pace than Chinese 2 accelerated, requires students to engage in interpersonal, presentational and interpretive tasks at more advanced proficiency levels. Students continue to work to develop their competence in Chinese across the three modes of communication in the context of the six AP themes. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in familiar contexts independently. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Mandarin.

MANDARIN CHINESE 4 (ACCELERATED)

CHI411—SEMESTER 1

OPEN TO: 10-11-12

PREREQUISITE: MANDARIN CHINESE 3 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR MANDARIN CHINESE 4 (ACCELERATED) AND APPROVAL OF DIRECTOR

CHI412—SEMESTER 2

FULL YEAR

Students continue to work to develop their competence in Mandarin Chinese across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal and comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print, literary works, and class discussion. Students will participate in class debates and facilitate classroom discussion through their own student-led presentation. The expectation is that the communication in the classroom take place primarily in Chinese. This course begins preparation for the AP Chinese Language and Culture exam.

AP CHINESE LANGUAGE AND CULTURE (HONORS)

CHI601—SEMESTER 1

OPEN TO: 11-12

PREREQUISITE: MANDARIN CHINESE 3 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR AP CHINESE LANGUAGE AND CULTURE (HONORS) AND APPROVAL OF DIRECTOR

CHI602—SEMESTER 2

FULL YEAR

This AP Chinese course is designed to prepare students for the AP Chinese Language and Culture exam, i.e. a level comparable to fourth semester (or equivalent) college/university courses in Mandarin Chinese. The course focuses on language proficiency while dealing with level- and age-appropriate cultural content throughout the course. Students engage in readings, conversation and composition and research projects. The expectation is that all communication in the classroom takes place in the target language. By the end of the year, students will be able to understand the spoken language formally (lectures, news, etc.) and in conversation (dialogues...); to acquire vocabulary and structures that enable students to understand, analyze contextualized materials (advertisement, posters, newspaper, magazine articles, letters etc.); to describe an event or activity in a cohesive and coherent manner with linguistic accuracy; to write appropriately employing the organization, vocabulary, and structure appropriate to the purpose of their writing and to demonstrate cultural appropriateness through spoken and written discourse.

SPANISH 1 (COLLEGE PREP)

SPA101—SEMESTER 1
OPEN TO 9-10-11-12
PREREQUISITE: NONE

SPA102—SEMESTER 2
FULL YEAR

Students begin to develop their competence in Spanish across three modes of communication: interpersonal, presentational, and interpretative. They will explore the language in the context of the six AP themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. Practice is provided regularly, both within the classroom and at home. Additionally, students explore the target culture, make comparisons and connections with their own experiences, and come to view language learning as a lifelong pursuit. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

SPANISH 2 (COLLEGE PREP)

SPA201—SEMESTER 1
OPEN TO 9-10-11-12
PREREQUISITE: SPANISH 1 OR PASSING THE PLACEMENT EXAM FOR SPANISH 2 AND APPROVAL OF DIRECTOR

SPA202—SEMESTER 2
FULL YEAR

Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in practiced, familiar contexts with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details in the target language. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

SPANISH 2-3 (ACCELERATED)

SPA211—SEMESTER 1
OPEN TO 9-10-11-12
PREREQUISITE: SPANISH 1 OR PASSING THE PLACEMENT EXAM FOR SPANISH 2-3 (ACCELERATED) AND APPROVAL OF DIRECTOR

SPA212—SEMESTER 2
FULL YEAR

In comparison to Spanish 2, Spanish 2-3 has a faster pace and students are asked to engage in interpersonal, presentational, and interpretive tasks at more advanced proficiency levels. Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in practiced, familiar contexts as well as occasional unfamiliar topics with increasing independence. Interpretive listening and reading are focused on the acquisition and recognition of key details with emerging evidence of inference making in the target language. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. In this course, students also begin reading poems and short stories by authors who appear on the AP Spanish Literature and Culture reading list. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

SPANISH 3 (COLLEGE PREP)

SPA301—SEMESTER 1
OPEN TO 10-11-12
PREREQUISITE: SPANISH 2

SPA302—SEMESTER 2
FULL YEAR

Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language in familiar contexts independently. Interpretive listening and reading tasks are focused on literal comprehension with increasing emphasis on inferential interpretation. Practice is provided regularly, both within the classroom and at home. Students continue to explore the target culture in new contexts. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

SPANISH 3-4 (ACCELERATED)

SPA311—SEMESTER 1

OPEN TO 10-11-12

PREREQUISITE: SPANISH 2-3 (ACCELERATED) OR PASSING THE PLACEMENT EXAM FOR SPANISH 3-4 (ACCELERATED) AND APPROVAL OF DIRECTOR

SPA312—SEMESTER 2

FULL YEAR

Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Throughout the course, students continue to explore the target culture in new contexts. In comparison to the college prep sequence of courses, Spanish 3-4 accelerated has a faster pace and students are asked to engage in interpersonal, presentational, and interpretive tasks at more advanced proficiency levels. In this course, students also continue reading authentic literature including poems, short stories, and plays. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

SPANISH 4 (COLLEGE PREP)

SPA401—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: SPANISH 3

SPA402—SEMESTER 2

FULL YEAR

Students continue to work to develop their competence in Spanish across the three modes of communication in the context of the six AP themes. Performance-based assessments provide the students the opportunity to use the language independently in unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print, literary works and class discussion. Students will participate in classroom debates and facilitate classroom discussion through their own student-led presentation. Upon completion of this course, students will be prepared to enter into AP Spanish Language and Culture. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Spanish.

SPANISH 5 (HONORS): AP SPANISH LANGUAGE AND CULTURE

SPA601—SEMESTER 1

OPEN TO 11-12

PREREQUISITE: SPANISH 4 OR SPANISH 3-4 (ACCELERATED)

SPA602—SEMESTER 2

FULL YEAR

This course is designed to prepare students for the AP Spanish Language and Culture exam and provides a transition to the AP Spanish Literature and Culture course. Students continue to work to develop their competence in Spanish across the three modes of communication: interpretive, interpersonal and presentational, within the context of the six AP themes: Families and Communities, Science and Technology, Global Challenges, Contemporary Life, Personal and Public Identities, Beauty and Aesthetics. Performance-based assessments provide the students the opportunity to use the language independently in familiar and unfamiliar contexts. Interpretive listening and reading tasks are focused on both literal comprehension and inferential interpretation. Practice is provided regularly, both within the classroom and at home. Cultural information and comparisons are drawn from authentic print and audio-visual sources, literary works and class discussion. Students will research a variety of cultural topics and facilitate discussion through their own student-led presentations. The expectation is that the communication in the classroom (teacher-student and/or student-student) takes place in Spanish.

SPANISH 6 (HONORS): AP SPANISH LITERATURE AND CULTURE

SPA611—SEMESTER 1

OPEN TO 12

PREREQUISITE: SPANISH 5 (HONORS): AP SPANISH LANGUAGE AND CULTURE

SPA612—SEMESTER 2

FULL YEAR

This course is designed to introduce students to the formal study of Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course aims to develop students' critical reading and analytical writing skills in Spanish as well as their ability to make interdisciplinary connections and explore linguistic and cultural comparisons. This course will be conducted entirely in Spanish appropriate to this level and covers the entire official AP Spanish Literature and Culture reading list. Literary texts are grouped by themes and presented in chronological order within each of the following themes: las sociedades en contacto, la construcción del género, el tiempo y el espacio, las relaciones interpersonales, la dualidad del ser, and la creación literaria. Students are expected to discuss literary texts and their different historical, sociocultural, and geopolitical contexts in a variety of interactive oral and written formats in Spanish. Students who enroll in this course will be prepared to take the AP Spanish Literature and Culture exam in May.

ADVANCED SPANISH CONVERSATION AND CULTURE (COLLEGE PREP)

SPA511—SEMESTER 1

OPEN TO 12

PREREQUISITE: SPANISH 4 OR SPANISH 5 (HONORS); AP SPANISH LANGUAGE AND CULTURE

SPA512—SEMESTER 2

FULL YEAR

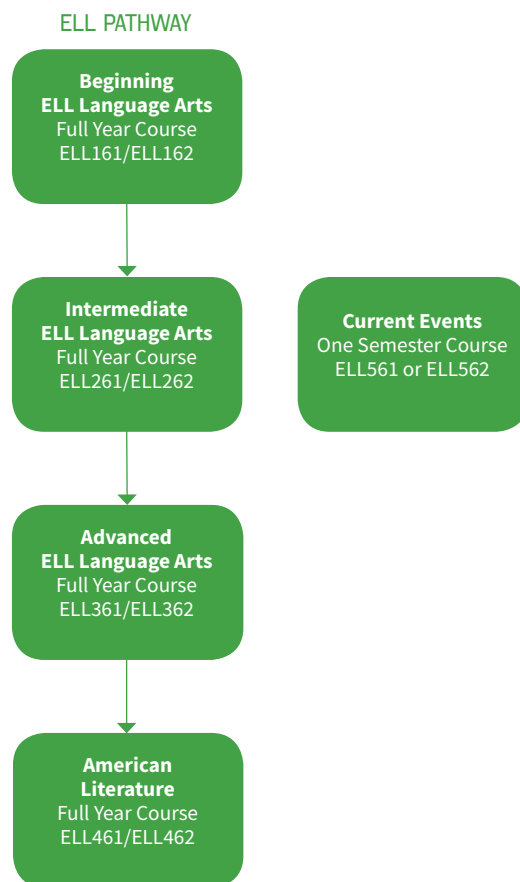
Advanced conversation and culture builds upon the communicative focus in the presentational, interpretive and interpersonal modes from prior coursework, but will uniquely explore the language through a cultural lens. The aim of this course is to present how the language manifests itself in various regions of the Spanish-speaking world through both historical and contemporary settings. Students who like to travel or who are thinking about studying abroad in college will enjoy this course and the experience it will provide prior to graduation. In discovering Spanish throughout the world, students will also engage in film studies, literature and a comprehensive review of grammar, all of which will prepare them for continued language study at the university level. Student-teacher interactions are conducted exclusively in Spanish.

ENGLISH LANGUAGE LEARNING (ELL) DEPARTMENT

THE STEVENSON HIGH SCHOOL ENGLISH LANGUAGE LEARNING (ELL) PROGRAM IS PART OF THE WORLD LANGUAGES DIVISION. STUDENTS AT STEVENSON WHO ARE NON-ENGLISH OR LIMITED-ENGLISH SPEAKERS ARE PROVIDED WITH A TRANSITIONAL LANGUAGE PROGRAM. WHILE IN THIS PROGRAM, STUDENTS HAVE THE OPPORTUNITY TO LEARN ENGLISH AND TO STRENGTHEN THEIR READING AND WRITING SKILLS. THE GOAL OF THE ELL PROGRAM IS TO INCREASE THE ENGLISH FLUENCY OF LIMITED-ENGLISH SPEAKERS SO THAT THEY CAN BE SUCCESSFUL IN MAINSTREAM HIGH SCHOOL CLASSES. THE ELL STAFF GUIDES AND GIVES TUTORIAL SUPPORT TO ITS STUDENTS. APPROPRIATE PLACEMENT OF STUDENTS IN THE ELL PROGRAM IS DONE THROUGH STATE AND NATIONAL TESTING SCORES, HOME LANGUAGE SURVEYS, TEACHER RECOMMENDATIONS, AND THE COOPERATIVE EFFORTS OF THE STUDENT SERVICES DEPARTMENT AND THE ELL FACULTY IN THE WORLD LANGUAGES DIVISION.

ELL COURSE OFFERINGS

WWW.D125.ORG/COURSEBOOK



BEGINNING ELL LANGUAGE ARTS (COLLEGE PREP)

ELL161—SEMESTER 1

OPEN TO 9-10-11-12

PREREQUISITE: WIDA-SCREENER BELOW A 3.0

ELL162—SEMESTER 2

FULL YEAR

This is a two-credit course for beginning ELL students who are new to the English language or have limited English vocabulary and communication skills. The course meets two periods a day, and instruction is entirely in English. Students work on developing and expanding their vocabulary, grammar, speaking, listening, reading, and writing skills. Students will be introduced to classic literature such as *Sarah, Plain and Tall*, and *Sadako and the Thousand Paper Cranes*. Students will practice their writing skills in the context of the course readings and will start with basic sentence structures and end with three-paragraph essays. Speaking and listening will focus on proper pronunciation as well as interpersonal and presentational communication. Upon completion of the course, students will receive two credits in English.

INTERMEDIATE ELL LANGUAGE ARTS (COLLEGE PREP)

ELL261—SEMESTER 1
OPEN TO 9-10-11-12

ELL262—SEMESTER 2
FULL YEAR

PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER ACCESS EXAM (3.0-4.0), OR SUCCESSFUL COMPLETION OF BEGINNING ELL, TEACHER RECOMMENDATION, OR DIRECTOR APPROVAL.

This is a two-credit course for Intermediate ELL students.

This course will meet two periods each day, and instruction is entirely in English. In this course, students will use the READ 180 program as well as read novels such as *Night*, *Whirligig*, and *Breaking Through*. Students will build on their writing skills from Beginning ELL and will move beyond paragraph construction to composing, revising, and editing narrative, descriptive, expository, and persuasive essays. Speaking and listening is practiced and assessed as students are expected to have conversational and presentational English speaking skills. The overall English difficulty of course materials reflects that of a mainstream middle school course. Upon completion of this course, students will receive two credits in English.

ADVANCED ELL LANGUAGE ARTS (COLLEGE PREP)

ELL361—SEMESTER 1
OPEN TO 9-10-11-12

ELL362—SEMESTER 2
FULL YEAR

PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER ACCESS EXAM (4.0-4.8), OR SUCCESSFUL COMPLETION OF INTERMEDIATE ELL, TEACHER RECOMMENDATION, OR DIRECTOR APPROVAL.

This is a two-credit course for Advanced ELL students. This course is taught entirely in English, will meet two periods each day and mirrors a freshman English (College Prep) course with ELL support. Students will read a variety of texts from a variety of genres such as *Of Mice and Men* and *To Kill a Mockingbird*. Students will also continue to refine and develop their writing skills and will be required to write multi-page essays using a variety of writing styles. In addition to reading, writing, and advanced grammar skills, students will advance their listening and speaking skills by partaking in Socratic discussions, debates, and oral presentations. Upon completion of this course, students will receive two credits in English.

AMERICAN LITERATURE (COLLEGE PREP)

ELL461—SEMESTER 1
OPEN TO 9-10-11-12

ELL462—SEMESTER 2
FULL YEAR

PREREQUISITE: PROFICIENCY AS DEMONSTRATED ON WIDA-SCREENER OR ACCESS EXAM, SUCCESSFUL COMPLETION OF BEGINNING ELL LANGUAGE ARTS, TEACHER RECOMMENDATION OR DIRECTOR APPROVAL.

This is an English course for ELL students who are transitioning out of the ELL program. The course mirrors a Sophomore English (College Prep) course, and much of the course reading is identical to what is used in a sophomore-level English course. For example, students will read literature such as *A Raisin in the Sun* and *The Great Gatsby*. Students are expected to produce work with ELL support similar to that of a mainstream student. Students' proficiencies will advance in the areas of literary analysis, writing, grammar, oral communication, and research.

CURRENT EVENTS (COLLEGE PREP)

ELL561—SEMESTER 1
OPEN TO 9-10-11-12

ELL562—SEMESTER 2
ONE SEMESTER

PREREQUISITE: NONE

This one semester elective course is designed to develop students' academic, social, and instructional language across the five WIDA Standards (Social and Instructional Language, the Language of Language Arts, the Language of Mathematics, the Language of Science, and the Language of Social Studies) through discussion and guided written reflection around current events and students' own experiences. Special focus will not only be given to written, audio, and visual sources that are connected with the WIDA Standards, but also to students' own cultural and linguistic experiences across these standards. Additionally, added focus will be given to academic, social, and instructional language for WIDA's five complementary strands (the Language of Music and Performing Arts, the Language of Humanities, the Language of Visual Arts, the Language of Health and Physical Education, and the Language of Technology and Engineering.) This course may be repeated.