

# WORLD LANGUAGE

***Knowledge of another language and culture is not only desired in business, but rewarded through choice positions, raises, and promotions. International companies both here in Indiana and throughout the country are in need of bilingual employees ranging from secretaries to chief executive officers. Cities and states throughout the US are recruiting foreign investors and businesses. More and more, world language skills are recognized as a definite asset in the competitive, global economy of the 21st century.***

Most colleges require world languages courses for admission and many colleges that do not require world languages for admission do require it for graduation. Most colleges offer world language placement tests to incoming freshmen and, depending on the student's scores, they will grant tuition-free college credits for the world language learned in high school. In addition, some schools grant free "bonus credits" to students who take additional college language courses as freshmen and receive a grade of "C" or higher. Some universities, like IU, require that students entering certain programs demonstrate proficiency in a world language. If a student cannot demonstrate proficiency, the student must take remedial world language courses for which no college credit is given. Since 2004 the Schools of Education, Engineering, Health Sciences, Liberal Arts, Management, Pre-pharmacy, Agriculture, Science and the Undergraduate Studies Program require four semesters of world language for admission consideration.

Research has established a definite link between second language learning and improved basic skills. Annual studies conducted by the College Board have also shown that students who study a world language score significantly better both on the verbal and mathematics portions of the SAT. Studying a language helps students learn about the rest of the world. Studying a second language enriches critical thinking concerning:

- New knowledge about another language and culture
- Enhanced awareness of one's own spoken and literary language
- New perspective on one's own culture
- Greater understanding and tolerance of the diversity of a global society
- Realization that beyond the barrier of a language, exist human beings very much like us

Besides the traditional professions where world language is a primary skill such as translators, Foreign Service, and the military, there are many others in which knowledge of a world language and culture is an important secondary skill. In business, it is important to know the language and understand the culture of the country where business is being conducted.

## **Retaking World Language Courses:**

Due to the sequential development of world language courses, the world language department allows students to retake courses at Carmel High School to improve their skills. Students who have earned a credit in a course with a grade of a "C-" or lower may retake the course to better master its content or to meet minimum grade requirements to qualify for a Core 40 with Academic Honors diploma or a Technical Honors diploma. With permission of the academic department chair, students who plan to retake the second semester of a year-long course may also retake the first semester.

When retaking a course, the original grade and the grade earned when the class is retaken will both be on the student's transcript. The higher grade will be associated with the credit and factored into the student's GPA. The lower grade will remain on the transcript with a notation that the course was retaken, but will not be included in the calculation of the student's GPA.

In some cases, students transferring to Carmel High School may audit a class if the audit is recommended after appropriate evaluation by an academic department and is approved by the principal.

During the regular school year, an audit or retake may be denied if placing a student in a particular class for this purpose causes the class size to be excessive. Again, the principal will make the decision in such cases.

Grades earned in audited courses do not count toward athletic eligibility.

Incoming 9th graders with high school credit earned in middle school may retake those courses at Carmel High School if the placement grade  $[(40\% \text{ Q1 or Q2 grade}) + (40\% \text{ Q3 or Q4 grade}) + (20\% \text{ WLPT})]$  is lower than 80%. When retaking a course previously taken in middle school, the course, credit, and grade earned in middle school will not be a part of the Carmel High School transcript.

### **AMERICAN SIGN LANGUAGE I 1-2 (2156)**

Open to: 11, 12

Classification: Regular

Prerequisite: None

Credit: 2 RW

Greetings, exchanging personal, background information, telling about your family, and describing your typical school days are the topics covered in the first semester. Sports, activities, describing physical and personal qualities of people, giving directions, telling about jobs, food, and animals are what we will explore in the second semester. Some of typical classroom activities include building vocabulary, learning basic grammar through translation, and maintaining conversations in ASL with partners. Signing skills are assessed in both receptive and expressive manner. We have discussions and journal entries based on a variety of topics in Deaf Culture. Attending and/or participating in a Deaf Culture Event per grading period is required.

### **AMERICAN SIGN LANGUAGE II 1-2 (2158)**

Classification: Regular

Prerequisite: ASL I

Open to: 11, 12

Credit: 2RW

Expanding vocabulary and exploration of advanced narrative techniques are several of the objectives in the second level. When learning how to locate objects, we will be using new classifiers and master our signing space. Temporal inflection is a concept we will learn how to demonstrate and apply to recurring and continuous events. Complaining about annoying behaviors or problems, making requests and suggestions are some of the topics covered in the first semester. We will be signing songs before the winter break. Life events, family nationalities, physical qualities of objects, recipes, and narrating about trips are the topics of the second semester. Throughout level two, we will be reading a book and participating in chapter discussions online. Our ASL II students will host our annual Deaf Deaf World event and teach our visitors basic signs. Attending and/or participating in a Deaf Culture Event per grading period is required.

### **CHINESE I 1-2 (2000)**

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

This is an introductory Chinese course. The focus of the content begins by exploring the topics relating to the individual, family, and school activities. Students will learn basic skills of listening, speaking, reading, and writing for daily communication and further study. Students will learn basic vocabulary and sentence structures in essential everyday situations, such as greetings, exchanging names and nationalities, introducing self and others, making a phone call, saying the time and date, asking appropriate questions and describing the daily routines. Students will also master approximately 200 words and expressions in Pinyin and characters to write simple passages about self, family, and daily routines. They will recognize perspectives, practices, and products of the social and cultural background of the Chinese culture, such as the major holidays, Chinese families, Chinese names, and the Chinese educational system.

**CHINESE II 1-2 (2002)**

Classification: Regular

Prerequisite: Chinese I or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

This course builds upon the foundation established in Chinese I. The focus of the content gradually expands to include wider social occasions and cultural contexts. Students will continue to learn more essential skills of listening, speaking, reading, and writing for everyday communication. Building upon the vocabulary and sentence structures taught in the first year, students will learn more practical expressions and the sentence patterns necessary for use in daily life, such as ordering food at a restaurant, going shopping, talking about travel plans, describing the four seasons, describing the symptoms of an illness and expressing feelings. Students will continue to learn to read and write core Chinese characters and grammar structures in each lesson. They will write questions and responses to various situations, and write short letters using culturally appropriate format and style. They will also investigate different aspects of Chinese culture and society, such as Chinese food, Chinese traditional dress, Chinese Zodiac, Chinese traffic signs and rules, and Traditional Chinese Medicine.

**CHINESE III 1-2 (2004)**

Classification: Regular

Prerequisite: Chinese II 1-2 or placement exam

Open to: 10,11, 12

Credit: 2 RW

This course is intermediate Chinese and the continuation of Chinese II. The focus of the content expands to various topics related to modern Chinese society. Students learn various expressions and complicated sentence structures so they can continue to expand the breadth and depth of their skills in listening, speaking, reading, and writing for daily communication as well as their knowledge of Chinese societies. Students will learn a broad variety of expressions and sentence structures so that they can participate in conversations on various topics related to modern Chinese society. Students will complete authentic forms and documents, and write brief summaries and short compositions as well as discuss significant events unique to the target cultures

**CHINESE LANGUAGE, AP (2014)**

Classification: AP

Prerequisites: Chinese III or placement exam

Credit: 2 FW

The purpose of the materials and activities of the AP level Chinese class is to expand on previously learned grammatical, communicative and cultural concepts of the Chinese language and culture. This year serves as a review and an expansion of grammatical, historical, and cultural concepts studied in the previous levels, thus it is essential that every student has completed level I - III. The AP-level course will prepare students to successfully take the AP Exam and/or college placement tests by emphasizing the 3 modes of communication in written and spoken forms and formal and informal settings. To facilitate these higher level thinking skills, students will engage in a variety of presentational, interpersonal, and interpretive speaking, writing and reading activities, while working on grammatical accuracy and cultural competence. The course is conducted entirely in the target language.

**FRENCH I 1-2 (2020)**

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

French I: Bienvenue!!! This beginning course offers students an introduction to the French language and the cultures of French-speaking peoples throughout the world. Students are taught to apply effective language learning strategies and to communicate through speaking and listening. Students will also learn to read and comprehend simple dialogs, letters and short narrative texts. We will also be doing some collaborative projects that will enhance your understanding of the French speaking world. In addition, students will listen to current French music, will enjoy French films and will explore the language through authentic video and other varied media sources. You will also have the opportunity to enjoy some French food!

**FRENCH II 1-2 (2022)**

Classification: Regular

Prerequisite: French I- 2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

Come join us on *un voyage fantastique* avec le cours de français 2! In French II students review the basic material learned in French I before proceeding with the French II curriculum. At this level students will participate in conversations dealing with daily activities, personal interests and meeting personal needs. This course will bring French to life for you! At this level students will participate in conversations dealing with daily activities, personal interests and meeting personal needs. You will actually begin to speak authentic French! We will dive deeper into the French speaking world using authentic resources such as video, music and text. In this course you will also become familiar with music from around the French speaking world and enjoy two French films. And, let's not forget FOOD! We will have French cultural exploration with food tasting days such as the Mardi Gras celebration in class.

**FRENCH III 1-2 (2024)**

Classification: Regular

Prerequisite: French II 2 or placement exam

Open to: 10, 11, 12

Credit: 2 RW

Come join us on *un voyage magnifique* avec le cours de français 3! In French III, students review the material acquired in French I and II before proceeding with the French III curriculum. At this level, students will learn about the cultures of French countries in Africa as well as traditional French culture such as the unit on *Les Misérables* by Victor Hugo. Students will be given the opportunity to explore francophone culture through modern and traditional music, modern French films and French Internet sites as well. Students will communicate orally by responding to factual and interpretive questions, interacting in more complex social situations and giving short presentations/dialogs in a cultural context. Students read for comprehension from a variety of authentic materials. In writing, students respond to questions on a variety of topics preparing them to live/stay for an extended time in a French-speaking country.

### **FRENCH IV 1-2/ WORLD LANGUAGE, CHS PRE-IB (2026)**

Classification: Regular

Prerequisite: French III 2 or placement exam

Open to: 11, 12

Credit: 2 FW

Come join us on *un voyage fantastique* avec le cours de français 4! In French 4 students review and expand the material of French 1-3 and nearly all of the class is conducted in the French language. Students will be given the opportunity to depthfully explore francophone culture through modern and traditional music, modern French films and French Internet sites as well. There are multiple cultural field trips for this course, all of which involve using French in the Carmel community. Time will be spent on vocabulary building and grammar, with the focus being on how to use these vocabulary phrases and grammatical structures in speaking and writing. Students will review and expand their knowledge of the geography of the francophone world, including emphasis on French speaking areas in Africa. Students will read modern, authentic texts from French newspapers and magazines and they will write summaries in French of these articles as well as present those summaries to the class. Students will participate in group and partner discussions and debates on various topics concerning the French speaking world.

### **FRENCH V 1-2 (2028)**

Classification: Regular

Prerequisite: French IV 2

Open to: 12 or placement exam

Credit: 2 FW

In French V students participate in a wide variety of conversations dealing with daily life and news in the francophone cultures as well as their own. They learn the tools for gaining maximum comprehension in reading authentic literary texts, articles and novels. They summarize these texts and learn to analyze the texts and their reactions to the content of the texts. During second semester the students choose a research topic on an aspect of French culture, and then, using the internet to locate French- language websites, prepare an oral and written project to be shared with their peers.

### **FRENCH LANGUAGE, AP (2032)**

Classification: AP

Prerequisites: French IV or placement exam

Credit: 2 FW

Come join us on *un voyage incroyable* avec le cours de français AP! The purpose of AP French Language is to expand on previously learned grammatical, communicative and cultural concepts of the French language and culture. Students will be given the opportunity to explore francophone culture through modern and traditional music, modern French films and French Internet sites as well. There are multiple field trips for this course, all of which involve using French in the Carmel and Central Indiana community including trips to the Indianapolis Museum of Art and the IU campus. This course serves as a review and an expansion of the concepts studied in levels I-IV; thus it is essential that every student has completed the previous levels. This AP course will prepare students to successfully take the AP Exam and/or college placement tests. The emphasis will be on journal and essay writing, conversational skills, as well as reading and listening comprehension, grammatical accuracy and cultural competence.

**IB FRENCH LANGUAGE B SL or HL (2308/2306)**

Classification: IB

Prerequisites: French IV or placement exam

Open to: 11, 12

Credit: 2 FW

In International Baccalaureate French B equal emphasis is placed on the skills of speaking, reading, writing and listening. Students will communicate through listening and speaking in various cultural contexts within various Francophone cultures and within the student's own culture. Students will learn to recognize and demonstrate an awareness of the interrelatedness of languages, literatures, and cultures through knowledge of the artifacts, expressions, and traditions of Francophone cultures. Lastly, students will demonstrate behaviors appropriate in the Francophone culture(s). Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB French SL or HL exam, students will be prepared for that end goal.

**GERMAN I 1-2 (2040)**

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

Level I German is an introduction to the German language, reasons for studying the language, and understanding the customs and culture of German speaking countries. Students will apply effective strategies for acquisition of both written and oral language skills in order to perform in various cultural situations. Students will also be able to read and comprehend simple directions, as well as write basic questions and phrases. Additionally, students will learn appropriate behavior for social greetings and nonverbal communications of German speaking countries. Level I also provides the opportunity for students to learn about traditional celebrations and geographic regions of German speaking countries.

**GERMAN II 1-2 (2042)**

Classification: Regular

Prerequisite: German I-2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

Level II German enables students to utilize their language skills in extracurricular activities as well as in the classroom by expressing personal interests and daily routines. Students will verbally interact by narrating an experience, reading aloud, and asking appropriate questions in German. Students will also be able to write responses to various situations using acquired vocabulary and grammar knowledge. Short stories and poems are introduced along with the geographical, historical and political makeup of the German speaking countries.

**GERMAN III 1-2 (2044)**

Classification: Regular

Prerequisite: German II-2 or placement exam

Open to: 10, 11, 12

Credit: 2 RW

Level III German provides students with information fostering an understanding and appreciation of foreign cultures. Basic skills of reading, writing, listening, and speaking are enhanced. Level III students will read and understand more challenging texts, by reading a variety of readers and interpreting authentic materials, such as films, articles, and fairy tales. Students will write brief texts with clear messages using an appropriate level of grammar and structure. Students will also initiate their own expression of emotions and desires without memorized phrases through presentations, interviews, and dialogs and will work towards using the target language almost exclusively during the second semester.

**GERMAN IV 1-2/ WORLD LANGUAGE, CHS PRE-IB (2046)**

Classification: Regular

Prerequisite: German III 2 or placement exam

Open to: 11, 12

Credit: 2 FW

Level IV German allows students to participate in leadership roles in the classroom and extracurricular activities related to German. Students of this level will be able to give presentations, interpret complex situations, and read for comprehension. Level IV German students creatively use the language to produce poetry, prose, and compositions. Students will read a full-length work of historical fiction. Students also combine their knowledge of historical periods and artistic genres to make connections in their relationship. A concise review of grammar is also included. The course is conducted in German and students are expected to use as much German as possible.

**GERMAN V 1-2 (2048)**

Classification: IB

Prerequisite: German IV 2 or placement exam

Open to: 12

Credit: 2 FW

Level V German encourages authentic activities for students such as attending concerts, plays, and community activities in German or pertaining to German culture. Students are also given opportunities to actively promote the study of German by participating in the German Honor Society. Students will read a full-length work of fiction, analyze and create their own literature, expressing concerns as well as possible solutions to current events, by reading authentic material, watching news programs, and current German TV shows and films. Students will also demonstrate culturally appropriate behaviors for both adults and adolescents. They will refine their communication and writing skills by engaging in a variety of presentational, interpersonal, and interpretive speaking, writing and reading activities. The course is conducted entirely in the target language.

**GERMAN LANGUAGE, AP (2052)**

Classification: AP

Prerequisite: German IV or placement exam

Open to: 12

Credit: 2 FW

The purpose of the materials and activities of the AP level German class is to expand on previously learned grammatical, communicative and cultural concepts of the German language and culture. This year serves as a review and an expansion of grammatical, historical, and cultural concepts studied in the previous levels, thus it is essential that every student has completed level I - IV. The AP-level course will prepare students to successfully take the AP Exam and/or college placement tests by emphasizing the 3 modes of communication in written and spoken forms and formal and informal settings. To facilitate these higher level thinking skills, students will engage in a variety of presentational, interpersonal, and interpretive speaking, writing and reading activities, while working on grammatical accuracy and cultural competence. The course is conducted entirely in the target language.

**IB GERMAN LANGUAGE B, SL or HL (2308/2306)**

Classification: IB

Prerequisite: German IV 2 or placement exam

Open to: 11, 12

Credit: 2 FW

Equal emphasis in the German B course will be placed on the four skills of speaking, reading, writing and listening. Students will communicate through listening and speaking in cultural contexts and within the students' own culture. Using a variety of types of text (correspondence, speeches, magazine and newspaper articles, reports, short stories, poems and essays) students will learn to apply effective strategies in order to comprehend developmentally appropriate reading materials. Students will also apply developmentally appropriate writing strategies for different purposes and audiences. Students will recognize an awareness of the interrelatedness of languages, literatures, and cultures through knowledge of the artifacts, expressions, and traditions of German-speaking cultures. Lastly, students will demonstrate behaviors appropriate in the culture(s) of the German-speaking world. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB German SL or HL exam, students will be prepared for that end goal.

**HEBREW I (2240)**

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

Hebrew is an exciting language to learn since it is both an ancient language, with roots dating back thousands of years, and it is a modern language that is continuously being updated to fit the times in which we live. This beginner-level Hebrew course encourages interpersonal communication through dynamic classroom activities and personalized learning. Listening comprehension and speaking are developed through consistent use of Hebrew in the classroom supplemented through video and audio clips that bring modern Hebrew culture and language to life. Themes covered in Hebrew 1 include greetings, feelings, food, family, hobbies, and shopping, all of which enable students to talk about themselves, their surroundings, and activities in their lives. This class is open to all students regardless of their background and is a great opportunity to expand one's cultural and linguistic understanding by learning a language that not only uses a different letter system but also approaches communication in a very direct, expressive, engaging, and fun manner.

**HEBREW II (2242)**

Classification: Regular

Prerequisite: Hebrew I or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

Continue the adventure of learning Hebrew, a language grounded in ancient roots and full of modern innovations, in Hebrew 2! In this course students build upon the basic reading skills and vocabulary learned in Hebrew 1 and expand their ability to communicate in Hebrew. Students continue to explore Hebrew language and culture through creative and individualized activities that strengthen their listening, speaking, reading, and writing skills. They deepen their understanding of Hebrew through learning about the roots (שורשים) that serve as the foundation for all Hebrew words. By grasping Hebrew roots, students can comprehend the meaning of words that they have not yet learned as well as words that are newly created by the Hebrew Language Academy. The use of commercials, songs, and video clips highlights the ways in which Hebrew is constantly evolving and developing new words from its ancient origins to reflect our lives today. Themes covered in Hebrew 2 include locations, occupations, weather, entertainment, and travel, all of which enable students to expand their ability to communicate in Hebrew about their lives and the world around them.

### **HEBREW III (2244)**

Classification: Regular

Prerequisite: Hebrew II or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

Hebrew 3 is the next step on the road (בַּדְרֶךְ) to Hebrew fluency. In Hebrew 3, students continue to strengthen their understanding of Hebrew by identifying the ways words and concepts are linked in this ancient yet continuously evolving modern language. They build upon their knowledge of Hebrew roots (שׁוֹרָשִׁים) by mastering verb conjugations in the Hebrew verb system (בְּנִינִים). Understanding verb constructions opens up new avenues of communication for Hebrew 3 students. They are able to describe not only the present world around them but also past and future events. Themes covered in Hebrew 3 include texts related to Israeli history and past events, current events, fables, and Hebrew poetry. Throughout Hebrew 3 students have opportunities to demonstrate their expanding Hebrew knowledge through verbal and written presentations as well as interpersonal dialogue and discussions.

### **HEBREW IV (2246)**

Classification: Regular

Prerequisite: Hebrew II or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

The goal of Hebrew 4 is for students to feel comfortable engaging with contemporary Israeli culture and expressing themselves in Hebrew. This course provides deeper development, refinement, and understanding of Hebrew language and culture. The curriculum focuses on synthesizing everything learned in prior years and connecting it with Hebrew literature, media, and music. Throughout the year, students learn the final components of the Hebrew verb system (בְּנִינִים) as well as irregular verb and noun patterns. Students deepen their fluency through reading Hebrew short stories and poetry as well as encountering movies and songs that relate to famous Israeli pieces of literature and historical events.

### **HEBREW V (2248)**

Classification: Regular

Prerequisite: Hebrew II or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

Hebrew 5 is designed as an exploration of Israeli culture and history through delving into Hebrew literature and poetry. The course emphasizes mastery of reading comprehension and oral expression. Students study various literary periods, develop an appreciation and understanding of the writers, and improve literary analytical skills through their coursework. The core themes of Hebrew 5 relate to how Israel's history, culture, and major events are reflected in literature, poetry, media, and movies. This course serves as a review and expansion of the concepts studied in levels I-IV, which makes it essential that every student has completed the previous levels prior to enrolling in Hebrew 5.

## **JAPANESE I 1-2 (2060)**

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

One of the main points of emphasis of this beginning course is the written language. Students will master the two native Japanese writing systems, hiragana and katakana, and will begin learning the third writing system borrowed from the Chinese language, kanji. Students will be able to respond to classroom requests, use familiar words and phrases both orally and in writing, and answer short-answer questions in the target language. They will learn the days of the week, the months of the year, how to tell time and how to ask for and give personal information such as phone numbers, age, grade level in school, number of family members, etc. Students will be able to give information about their family both orally and in writing. Students will create a family project, such as a family tree or photo album in this course. They will also be holidays, and talk about their daily school schedules in the target language. They will compare/contrast what goes on in Japanese and American schools. Students will use newly learned descriptive words to describe their school, classes and teachers. They will learn the basics of how to express what they want and what they want to do. Students will be introduced to simple sickness vocabulary and to the 4 seasons in Japan. Students will be briefly introduced to places, clothing and food vocabulary. They will learn how to properly use giving/receiving verbs. Lastly, students will be introduced to many aspects of Japanese culture such as shopping, money, eating, etc.

## **JAPANESE II 1-2 (2062)**

Classification: Regular

Prerequisite: Japanese 1-2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

In this course students will be expected to build upon previously learned material. Students will learn and have lots of practice with verb and adjective conjugation, particles, and many new vocabulary words. Students will learn how to make suggestions. They will expand their knowledge of counters. Students will be introduced to the two existence verbs and will learn to use them properly in simple location phrases. Students will learn days of the month, research important Japanese deal of verb, adjective and noun kanji. They will be introduced to the plain (dictionary) form of verbs. Creating complex compound sentences is a goal in this course. Students will become familiar with the map of Japan, learning the kanji for all 4 directions, the 4 main islands and Okinawa. Students will also be expected to recognize the kanji for the major cities, learn important facts for each and be able to place each on a map. Students will learn to use the present tense to be able to describe what someone is doing. Students will learn how to create more complex location phrases and will be expected to use the kanji for locations when writing. Students will be given many opportunities to speak in the target language. Class will begin each day with a discussion over what they did the night before. Students will be expected to use complex rather than simple sentences. Students will learn about birthdays in Japan. They will be using the target language during class. Students will go in depth about ailments/sickness and they will also be able to have a proper phone conversation. Students will have contact with native speakers daily and will be required to ask/answer questions in the target language as much as possible. Students will be able to discuss what they plan on doing and what they are expected to do. They will learn about how Christmas is celebrated in Japan and about the most important Japanese holiday, New Year's Day. Students will create and send traditional Japanese new year's cards to classmates. They will learn about Japanese religions and compare those to religions in the United States. Students will continue learning informal Japanese and will be encouraged to use it in conversations with their classmates. Students will create and give their own weather report. Students will learn how to compare two or more items and will ask/answer comparison questions orally in the target language. They will learn about Japanese department stores and go into depth with shopping terminology and grammatical concepts used in shopping. Students will learn to use noun modifiers and the potential forms of verbs. Students will read two novels during the year. *Memoirs of a Geisha* and *Lost Names*. Students will answer discussion questions as they read and each class will begin with a class discussion of the assigned reading.

**JAPANESE III 1-2 (2064)**

Classification: Regular

Prerequisite: Japanese II-2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

In this course students will be expected to build upon all previously introduced to six different wearing verbs and many new clothing vocabulary words. They will learn how to use colors as adjectives so that they can describe what people are wearing. Students will learn how to say that something is or is not allowed so that they are able to speak and write about their school regulations in the target language. Students will be introduced to the informal way of speaking Japanese. Students will be introduced to Japanese cuisine and will learn how to order food in Japanese. They will discuss proper table etiquette at home and at restaurants in Japan.

**JAPANESE IV 1-2 (2066)**

Classification: Regular

Prerequisite: Japanese III-2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

In this course students will be expected to build upon previously learned material. Students will continue the transition from writing Japanese to speaking Japanese. They will be required to utilize learned nationalities, occupations, languages, and body parts. Students will be presented with a minimal amount of action verbs and will learn some very basic grammatical sentence structures.

**LATIN I 1-2 (2080)**

Classification: Regular

Prerequisite: None

Open to: 9,10,11,12

Credit: 2 RW

Latin I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Latin language learning, and to various aspects of classical Roman culture. This course emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Although interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. Additionally, students will examine the practices, products and perspectives of classical Roman culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

**LATIN II 1-2 (2082)**

Classification: Regular

Prerequisite: Latin I 2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

Latin II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Latin language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Although interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. Additionally, students will describe the practices, products and perspectives of classical Roman culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

**LATIN III 1-2, CHS PRE-IB (2084)**

Classification: Regular

Prerequisite: Latin II 2 or placement exam

Open to: 10, 11, 12

Credit: 2 RW ----change to FW

Latin III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Latin language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending details written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Although interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. Additionally, students will continue to develop understanding of classical Roman culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Latin language and culture outside of the classroom.

**LATIN IV/ 1-2 (2086)**

Classification: Regular

Prerequisite: Latin III 2 or placement exam

Open to: 11, 12

Credit: 2 FW

The Level IV Latin course enables students to participate in classroom and extracurricular activities related to the Latin language such as presentations to the student body and to parent groups as well as taking leadership roles in language clubs. Students will read for comprehension from a variety of longer authentic materials and make judgments about what is read. Students will learn to use the language creatively in writing poetry, prose and essays. Students are aware of the relationship between various artistic and literary genres and history.

**IB CLASSICAL LANGUAGE LATIN, SL or HL (2300/2302)**

Classification: IB

Prerequisite: Latin III-2

Open to: 11, 12

Credit: 2 FW

IB Latin builds upon the basic vocabulary and grammatical structures learned in previous years, enhancing students' abilities to read and understand the cultural ideals of antiquity through the study of various genres of literature. A portfolio containing samples of student work in three skill areas will be kept by students throughout their study of Latin. Students will research assigned topics concerning historical, social, political, and cultural influence of the ancient world upon global issues. Students will read for comprehension from a variety of longer authentic materials as they learn to use the language creatively in writing poetry, prose and essays. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Latin SL or HL exam, students will be prepared for that end goal.

**LATIN, AP (2092)**

Classification: AP

Prerequisite: Latin I, Latin II, Latin III

Open to: 11, 12

Credit: 2 FW

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma. A Career Academic Sequence or Flex Credit course Latin: Advanced Placement This college level course prepares students to take the AP Latin examination. Students develop the ability to read, translate, understand analyze and interpret the entire text in English of Vergil's Aeneid, and Caesar's Gallic War (Books 1,6,7) the historical, social, cultural, and political context of Vergil's Aeneid, Caesar's Gallic War and the examination of sight passages from other Roman authors. Student work will be required outside of class time.

**SPANISH I 1-2 (2120)**

Classification: Regular

Prerequisite: None

Open to: 9, 10, 11, 12

Credit: 2 RW

In Spanish Level I, students are introduced to the Spanish language. Students acquire elementary grammar (present tense verbs, nouns and gender, adjectives and agreement, formation of statements and questions), vocabulary, and Spanish pronunciation, and an introduction to Hispanic culture. Students develop foundational listening, speaking, reading, and writing skills.

In Spanish Level 1, students are introduced to the Spanish language.

Students will acquire elementary grammar skills (present tense verbs, noun/adj agreement, and formation of questions/statements) and vocabulary. Students will also work on Spanish pronunciation and develop foundation listening, speaking, reading and writing skills through the context of daily routines, school, vacations, sports/hobbies and family. They will be introduced to Hispanic cultures in the United States, Spain, Ecuador, Mexico, Puerto Rico and Cuba.

**SPANISH II 1-2 (2122)**

Classification: Regular

Prerequisite: Spanish I 2 or placement exam

Open to: 9, 10, 11, 12

Credit: 2 RW

After a review of level one material, students move to more advanced grammar concepts (past tenses, reflexive and irregular verbs, object pronouns), and expand their vocabulary. Students become familiar with cultural aspects of various Hispanic areas within the United States, Puerto Rico, Costa Rica, and Mexico. Students practice reading, speaking, listening, and writing, within the context of shopping, travel, art, food and other similar themes.

**SPANISH III 1-2 (2124)**

Classification: Regular

Prerequisite: Spanish II 2 (taken at CHS) or placement exam

Open to: 10, 11, 12

Credit: 2 RW

After a review of materials from Spanish II, students master more advanced grammar concepts (future, conditional, commands, and present subjunctive) additional vocabulary, and culture. Students rely more on Spanish as the means of communication in class, and further develop listening, reading, writing, and speaking skills. Students write short compositions to improve writing skills, and read short literary selections to improve reading skills, going deeper into the vocabulary of personal information, professions, travel, and daily activities. Students will work towards using the target language almost exclusively towards the end of semester 2.

**SPANISH IV 1-2/ WORLD LANGUAGE, CHS PRE-IB (2126)**

Classification: Regular

Prerequisite: Spanish III 2

or placement exam

Open to: 11, 12

Credit: 2 FW

In Spanish IV/IB students will review and expand upon the material of Spanish 1-3 and nearly all of the class is conducted in Spanish. Time will be spent on vocabulary building and grammar, with the focus on how to use these vocabulary phrases and grammatical structures. Students will review and expand their knowledge of the geography, history, and culture of the Spanish speaking world. Students read authentic material such as poems, short stories, and current events. Journal and essay writing, presentational and conversational skills, as well as reading and listening comprehension are also emphasized.

**SPANISH V 1-2 (2128)**

Classification: Regular

Prerequisite: Spanish IV 2 or placement exam

Open to: 11, 12

Credit: 2 FW

The emphasis of Spanish V is the use of 100% Spanish for communication in speaking, reading, writing, and listening. Students move from Spanish IV to more complex vocabulary and grammar. Students greatly increase their vocabulary, refine their knowledge of grammar, and focus on speaking, writing, and reading skills. Students read short stories, poems, magazines and newspaper articles. Students learn in-depth information about traditions, customs, and cultures of all Spanish-speaking countries. This rigorous course is conducted entirely in Spanish, and students are expected to speak in Spanish daily.

**IB SPANISH LANGUAGE B, SL or HL (2308/2306)**

Classification: IB

Prerequisite: Spanish IV 2 or placement exam

Open to: 11, 12

Credit: 2 FW

The emphasis of the Spanish B course is speaking, reading, writing, and listening. In IB Spanish students move to more complex vocabulary and grammar. Students greatly increase their vocabulary, refine their knowledge of grammar, and focus on speaking, writing, and reading skills with more complex texts. Students continue to learn in-depth information about traditions, customs, and cultures of all Spanish-speaking countries. Curriculum and assessments within this course are designed to prepare students for International Baccalaureate's evaluation of their work. While it is not required that students take the IB Spanish SL or HL exam, students will be prepared for that end goal.

**SPANISH LANGUAGE, AP (2132)**

Classification: AP

Prerequisite: Spanish IV

Open to: 11,12

Credit: 2 FW

The purpose of AP Spanish Language is to expand on previously learned grammatical, communicative and cultural concepts of the Spanish language and culture. This course serves as a review and an expansion of the concepts studied in levels I-IV; thus it is essential that every student has completed the previous levels. This AP course will prepare students to successfully take the AP Exam and/or college placement tests. The emphasis will be on journal and essay writing, presentational and conversational skills, as well as reading and listening comprehension, grammatical accuracy and cultural competence.

**SPANISH LITERATURE and CULTURE, AP (2134)**

Classification: AP

Prerequisite: Spanish I, II, III, and IV;

Students who have not taken Sp IV, by teacher recommendation only.

Open to: 11, 12

Credit: 2 FW

AP Spanish Literature approximates a 3rd year introductory literature course at the college level. Students read a variety of discourse: short stories, parts of novels, poetry and drama. The reading list includes works from the 17th-20th century literature of Spain and 19th and 20th century literature of Latin America and Latinos in the US. Students study the historical and cultural context of each work and analyze themes such as race, gender differences, social inequality, social corruption, and the perception of reality. Class discussions and written and oral presentations help students to think deeply, make judgments and support their opinions in Spanish while connecting these universal themes to their own lives and the present world.