



# 2022-2023

## **COURSE CATALOG**

---

# WORLD LANGUAGE

# GENERAL INFORMATION

Dept. Chair: Stephanie Kasten – skasten@sch.org

The goal of the Upper School modern language program is to help students become proficient communicators in French, Spanish, and Chinese. Students are expected to speak, read, and write in the target languages every day and to learn by listening to others. We place emphasis on creating meaningful contexts for acquiring grammar and vocabulary in each language through use of authentic materials and cultural elements from the regions in which these languages are spoken.

The goal of our Upper School Latin program is to help students become competent readers and translators of Latin. This involves a close study of the grammatical structures of Latin and of English. Students learn forms, sentence structure, syntax and vocabulary through the translation of both Latin into English and English into Latin in order to master the subtlety of usage. Original Latin texts and secondary readings provide an understanding of the historical and cultural world of the Romans.

In the modern languages, we evaluate students' oral and aural proficiency, as well as their ability to read and write, through a wide variety of performance tasks. In Latin, we evaluate students' mastery of grammatical concepts and vocabulary in conjunction with their ability to read, through tests, quizzes, in-class translations and projects.

## Levels 1–3 (required courses)

Throughout these levels, students work on developing the speaking, listening, reading, and writing skills that will provide a solid foundation for more advanced work. In any language, in order to continue from level 1 to level 2, and from level 2 to level 3, a student must attain a minimum grade of C for the year. A student who does not earn this minimum grade will be required to complete a summer course of study.

## Honors Courses

In Honors courses, students are expected to speak, listen, read, and write consistently at or above the high end of the target proficiency scale for their level, as well as to master more content. As appropriate for each Honors course, students will demonstrate their command of the language through formal presentations and unrehearsed conversation, research and reports, and interpretation of authentic texts. At this level, students are expected to use the target language competently and confidently at all times. In order to be recommended for an Honors course from a CP course, students must have demonstrated the willingness and ability to do the above and their grades must be solidly in the A range throughout the entire year. They must also have the approval of the department chair. Once placed in an Honors course, students

must maintain a B+ average to remain in the Honors track and must have the approval of the department chair.

## Levels 4–5 (elective courses College Placement level)

Having elected to continue beyond the third level, a student will be expected to demonstrate a genuine interest and aptitude in language study. In order to successfully complete level 4 and level 5 courses, a student must have built a satisfactory foundation and have demonstrated a willingness to exert serious effort.

## Levels 4–5 (elective courses Honors level)

In order to continue into levels 4 and 5 in the Honors track, a student must have attained a minimum grade of B+ in the previous Honors course. Enrollment in an Advanced Placement course or an Honors course requires approval of the department chair.

## CHINESE 1

Grades 9–12; elective; full-year course; 1 credit

This course will be offered when there is sufficient enrollment. Chinese 1 serves as an introduction to Chinese using three modes: interpretive (reading, listening), interpersonal (speaking, listening, writing), and presentational (writing, speaking). Students become familiar with Mandarin Chinese pronunciation, and they learn to speak using the four tones. Students learn to read and write using both romanized Chinese (Hanyu Pinyin) and simplified Chinese characters, and they learn to type Chinese characters on both cell phones and computers. Approximately equal emphasis is placed on active recognition and production. The course is conducted primarily in Chinese, and students are expected to speak in the target language as often as possible. Students develop familiarity with basic Chinese vocabulary, grammar, and language structures. Additionally, students explore China and its culture through projects, readings, and discussions. At the end of the school year, students will be able to communicate on familiar topics using words and phrases they have practiced.

## CHINESE 2

Grades 9–12; full-year course; 1 credit

Prerequisite: Chinese 1

Chinese 2 reviews and builds upon the interpretive, interpersonal, and presentational foundations established in Chinese 1. Approximately equal emphasis is placed on active recognition and production, and students are expected to work in simplified Chinese characters. The course is conducted mostly in Chinese, and students are encouraged to speak Chinese. Students continue to solidify and expand their skills in vocabulary, grammar, pronunciation, and language structures. Students pursue greater understanding of Chinese culture through projects, readings, and discussions, and they are encouraged to see language and culture as mutually influencing pieces. At



the end of the school year, students are expected to be able to communicate and exchange information about topics they have studied, write short messages related to everyday life, and understand most of what they have heard and read on familiar topics.

### CHINESE 3

Grades 9–12; full-year course; 1 credit

Prerequisite: Chinese 2

Chinese 3 challenges students to further develop their interpretive, interpersonal, and presentational skills with the Chinese language. Students are expected to be able to comfortably use familiar Chinese sentence patterns and vocabulary to interact with others. Students read, write, and type in simplified Chinese characters. The course is conducted primarily in Chinese, and students are expected to speak mostly in the target language. Students build on their previous Chinese learning to solidify and expand their skills in vocabulary, grammar, pronunciation, and language structures. Students explore the complex interplay between language and culture, and they deepen their understanding of both through projects, readings, and discussions. At the end of the school year, students should be able to participate in conversations on familiar topics and handle short social interactions in everyday situations, write on a variety of familiar topics, and understand the main idea of texts and presentations on a range of topics related to everyday life and personal interests or studies.

### HONORS CHINESE 3

Grades 9–12; full-year course; 1 credit

Prerequisite: Chinese 2; Department approval for Honors Chinese 3 Honors challenges students to further develop their interpretive, interpersonal, and presentational skills with the Chinese language. Students are expected to be able to comfortably use a wide variety of familiar Chinese sentence patterns and vocabulary to interact with others. Students read, write, and type in simplified Chinese characters. The course is conducted almost entirely in Chinese, and students are expected to speak in the target language. Students build on their previous Chinese learning to solidify and expand their skills in vocabulary, grammar, pronunciation, and language structures. Students explore the complex interplay between language and culture, and they deepen their understanding of both through projects, readings, and discussions. At the end of the school year, students are expected to be able to participate in conversations on a wide variety of familiar topics and handle short social interactions in everyday situations, write to express their opinions, and understand texts and presentations on a range of topics related to everyday life and personal interests or studies.

### CHINESE 4

Grades 9–12; full-year course; 1 credit

Prerequisite: Chinese 3

Chinese 4 continues to develop and challenge students' interpretive, interpersonal, and presentational skills with the Chinese language. This course is taught exclusively in Chinese, and students are expected to communicate in the target language. In addition to continuously improving and solidifying their skills in vocabulary and grammatical structures, students will read and study a variety of literary texts. Students explore the complex interplay between language and culture, and they deepen their understanding of both through projects, readings, and discussions. At the end of the school year, students are expected to be able to participate in conversations on a wide variety of familiar topics and handle short social interactions in everyday situations, write to express their opinions, and understand the main idea of texts and presentations on a range of topics related to everyday life and personal interests or studies.

### HONORS CHINESE 4

Grades 9–12; full-year course; 1 credit

Prerequisite: Chinese 3H; Department approval for Honors Chinese 4 Honors continues to develop and challenge students' interpretive, interpersonal, and presentational skills with the Chinese language. The course is conducted entirely in Chinese, and students are expected to speak in the target language. In addition to continuously solidifying and expanding their skills in advanced vocabulary and grammatical structures, students will read, analyze, and discuss a variety of literary texts. At the end of the school year, students are expected to be able to communicate information confidently, understand the main idea and a few details, make presentations, and express their thoughts on a wide variety of familiar topics related to everyday life and personal interests and studies using sentences and series of connected sentences through spoken or written language. Students are beginning to handle and negotiate meaning even in unfamiliar or unexpected situations.

### CHINESE 5

Grade 12; elective; full-year course; 1 credit

Prerequisite: Chinese 4

This course continues the balanced approach to the study of Chinese language, literature, and culture. Students will have a thorough review of grammar, and continue to develop their skills by reading in various genres using authentic materials, watching films, having class discussions, and practice writing in formal and informal formats. This course is conducted exclusively in Chinese.

## CHINESE 5 – ADVANCED PLACEMENT

Grade 12; elective; full-year course; 1 credit

Prerequisite: Chinese 4H, Departmental approval for AP

This course will allow students the opportunity to develop communicative and cultural competence in preparation for advanced study of Chinese at the college level. It emphasizes communication by applying interpersonal, interpretive, and presentational skills in real-life situations. It engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices, and perspectives. The course will train AP students to learn and develop critical thinking skills, as well as tackle and master difficult materials. Teachers and students use Chinese exclusively in this course.

## FRENCH 1

Grades 9, 10; full-year course; 1 credit

This course will be offered when there is sufficient enrollment.

French Course Descriptions based on Performance Descriptors for Language Learners, as well as NCSSFL-ACTFL 2017 Can-Do Proficiency Benchmark Indicators.

Intercultural communication skills are core to language acquisition. Students want to learn French in order to communicate effectively and respectfully with the people in the French and Francophone world. In French 1, students practice interacting at a survival level in some familiar everyday contexts and learn to identify products and practices in their own and other cultures to help them understand perspectives. Throughout the year, students engage in tasks that support their learning targets. To examine perspectives, and in order to communicate in different contexts, all French students practice in three modes. By the end of French 1, students should be able to show evidence of level proficient performance in each of the three modes described below.

While engaged in the Interpretive Mode (reading and listening), students identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. Interacting in the Interpersonal Mode (person-to-person), students communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Taking center stage in the Presentational Mode (speaking and writing), students present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, or written language.

## FRENCH 2

Grades 9, 10; full-year course; 1 credit

Prerequisite: French 1

French Course Descriptions based on Performance Descriptors for Language Learners, as well as NCSSFL-ACTFL 2017 Can-Do Proficiency Benchmark Indicators.

Intercultural Communication Skills are core to language acquisition. Students want to learn French in order to communicate effectively and respectfully with the people in the French and Francophone world. In French 2, students begin to interact at a basic functional level in some familiar contexts. Students also begin to make comparisons between products and practices in their own and other cultures to help them understand perspectives. Throughout the year, students engage in tasks that support their learning targets. To examine perspectives, and in order to communicate in different contexts, all French students practice in three modes. By the end of French 2, all students should be able to show evidence of level proficient performance. Some will also show consistent performance at or above the highest targeted benchmark in each of the three modes described below.

While engaged in the Interpretive Mode (reading and listening), students identify the topic and related information from simple sentences in short texts and conversations. Interacting in the Interpersonal Mode (person-to-person), students request and provide information in conversations on familiar topics to meet their basic need in familiar situations by creating simple sentences and asking appropriate follow-up questions. Students also express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics by creating simple sentences and asking appropriate follow-up questions. Taking center stage in the Presentational Mode (speaking and writing), students present personal information about their lives, activities and events as well as express preferences on familiar and everyday topics using simple sentences.

## FRENCH 3

Grades 10, 11; full-year course; 1 credit

Prerequisite: French 2

French Course Descriptions based on Performance Descriptors for Language Learners, as well as NCSSFL-ACTFL 2017 Can-Do Proficiency Benchmark Indicators.

Intercultural Communication Skills are core to language acquisition. Students want to learn French in order to communicate effectively and respectfully with the people in the French and Francophone world. In French 3 students interact at a functional level in some familiar contexts. French 3 students make comparisons between products and practices in their own and other cultures to help them understand perspectives. Throughout the year, students engage in tasks that support

their learning targets. To examine perspectives, and in order to communicate in different contexts, all French students practice in three modes. By the end of French 3, students should be able to show evidence of level proficient performance in each of the three modes described below.

While engaged in the Interpretive Mode (reading and listening), students identify and understand the main idea and key information in short straightforward fictional and informational texts and conversations. Interacting in the Interpersonal Mode (person-to-person), students exchange information and negotiate meaning in conversations with others on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions to meet their needs. Students also exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. Taking center stage in the Presentational Mode (speaking and writing), students tell stories about their lives, activities, events and other social experiences, using sentences and series of connected sentences. Students are now able to state their viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. Students can also give straightforward presentations on a variety of familiar topics and some concrete topics they have researched, using sentences and series of connected sentences.

### HONORS FRENCH 3

Grades 10, 11; full-year course; 1 credit

Prerequisite: French 2; Departmental approval for Honors

In the Honors section for French 3, students have the added challenge and framework to consistently perform at or above the highest targeted proficiency benchmark for level 3 in all three modes. Students are asked to complete tasks that require them to express themselves using a wider variety of details, supporting evidence, and more complex language functions related to familiar topics. Students will perform at the high target range at a fast pace so they may spend the last quarter of the year reading, interpreting, and unpacking the French novel, *Le Petit Prince*.

### FRENCH 4

Grades 11, 12; elective; full-year course; 1 credit

Prerequisite: French 3

This course will concentrate on improving the students' command of spoken and written French as well as developing reading skills. Students will study a variety of Francophone writers in various genres, including short stories, newspaper articles, and poetry. Students will gain insight into French

culture and history through readings, films, and discussions. This course is taught exclusively in French, and students are expected to communicate in French.

### HONORS FRENCH 4

Grades 11, 12; elective; full-year course; 1 credit

Prerequisite: French 3H, Departmental approval for Honors

The Honors section of French 4 further develops students' skills in reading, writing, listening, and speaking. In addition to learning advanced vocabulary and grammatical structures, students will read, analyze, and discuss a variety of literary and historical texts. Assessments, in addition to tests and quizzes, will include online and in-class presentations and projects. In order to gain departmental approval for enrollment in this course, students must previously have demonstrated satisfactory development of all four language skills, as well as the ability to work both independently and in groups. This course helps students refine and strengthen the skills they need in order to move into the Advanced Placement course the following year.

### FRENCH 5

Grade 12; elective; full-year course; 1 credit

Prerequisite: French 4

This course continues the balanced approach to the study of French language, literature, and culture. It is designed to provide students with a thorough review of grammar and a comprehensive treatment of the readings, films, or plays studied. Students are expected to work actively at refining the four language skills of speaking, listening, reading, and writing. This course is conducted exclusively in French.

### FRENCH 5 – ADVANCED PLACEMENT

Grade 12; elective; full-year course; 1 credit

Prerequisite: French 4H, Departmental approval for AP

This course will allow students the opportunity to develop communicative and cultural competence in preparation for advanced study of French at the college level. French and Francophone literature of various genres and from various periods will be studied in historical and cultural context. Students will use a variety of authentic periodical and literary texts as well as audio and video selections as the basis for writing and speaking on an array of topics, for improving their comprehension of both spoken and written French in various contexts, and for reviewing the more challenging aspects of French grammar. Teachers and students use French exclusively in this course.

### LATIN 1

Grades 9–12; full-year course; 1 credit

This course will be offered when there is sufficient enrollment.

This course is designed to introduce students to the forms and functions of nouns and verbs and to develop basic translation skills. Students will learn about ancient Roman culture through reading stories written in Latin and through various projects that will augment their language study.

### LATIN 2:

Grades 9–12; full-year course; 1 credit

Prerequisite: Latin 1

This course is designed to allow students, building on elements of basic grammar, vocabulary, and cultural competency explored in Latin 1, to approach the Latin language through the development of fluid reading skills along with grammatical understanding. Projects throughout the year will provide students with opportunities to augment linguistic and cultural literacy in various formats.

### LATIN 3

Grades 9–12; full-year course; 1 credit

Prerequisite: Latin 2

This course is designed to allow students, building on basic grammar, vocabulary, and cultural competency, to explore the Latin language through the development of fluid reading skills along with the understanding of increasingly complex grammatical constructions. Students will begin reading authentic texts of various authors throughout the year to receive an introduction to a diverse set of genres. Projects throughout the year will provide students with opportunities to augment linguistic and cultural literacy in various formats.

### HONORS LATIN 3

Grades 9–12; full-year course; 1 credit

Prerequisite: Latin 2, departmental approval for Honors

This course is designed to allow students, building on basic grammar, vocabulary, and cultural competency, to explore the Latin language through the development of fluid reading skills that allow students to read with insight and precision. This course will also introduce students to increasingly complex grammatical constructions and variation of usage. Students will concentrate on authentic texts of various authors throughout the year to receive an introduction to a diverse set of genres. Projects throughout the year will provide students with opportunities to augment linguistic and cultural literacy in various formats.

### LATIN 4

Grades 9–12; elective; full-year course; 1 credit

Prerequisite: Latin 3

This course is designed to allow students to strengthen their foundation of grammatical understanding and to build vocabulary through further exposure to authentic texts. Students will have the opportunity to read both poetry and prose; significant emphasis will be placed on recognizing constructions within context, developing translation skills, and understanding classical themes reflected in ancient material. Projects throughout the year will provide students with opportunities to augment linguistic and cultural literacy in various formats.

### HONORS LATIN 4

Grades 9–12; elective; full-year course; 1 credit

Prerequisite: Latin 3H, departmental approval for Honors

This course is designed to allow students to explore the arts of oratory, prose, and poetry through selections from the body of authentic Latin texts. Building on a solid grammatical foundation, students will begin to grapple with the complexity of language with which each author cultivates his audience. Students will build vocabulary and cultural competency while further developing fluid reading skills. Projects throughout the year will provide students with opportunities to augment linguistic and cultural literacy in various formats.

### LATIN 5

Grades 9–12; elective; full-year course; 1 credit

Prerequisite: Latin 4

This course is designed to allow students to augment their exposure to a variety of ancient authors and genres while continuing to strengthen their foundation of grammatical understanding and to build vocabulary. Students will have the opportunity to read both poetry and prose and to reflect upon the culture in which their texts emerged; significant emphasis will be placed on recognizing the relationship between specific grammatical constructions and the meaning of the text within the context of the ancient world. Projects throughout the year will provide students with opportunities to augment linguistic and cultural literacy in various formats.

### HONORS LATIN 5

Grades 11–12; elective; full-year course; 1 credit

Prerequisite: Latin 4H, departmental approval for Honors

This course is designed to allow students to augment their exposure to a variety of ancient authors and genres, including authentic texts of oratory, prose, and poetry. Building on a solid grammatical foundation, students will grapple with the complexity of language with which each author cultivates his audience. Students will build vocabulary and cultural competency while further developing fluid reading skills along

with an understanding of grammatical nuances through the study of Latin syntax in the hands of master writers. Projects throughout the year will provide students with opportunities to augment linguistic and cultural literacy in various formats.

#### SPANISH 1

Grades 9–12; full-year course; 1 credit

This is a beginning Spanish course intended for students entering SCH Academy at the 9th grade level who either have had no Spanish or whose background in Spanish is not sufficient to qualify them for a more advanced course. It is also open to students who did not study Spanish in our Middle Schools. This course will introduce students to pronunciation, spelling, verb systems, and basic vocabulary. We will lay the foundation for all four language skills: listening, speaking, reading, and writing. Constant practice in pronunciation and intonation will be accompanied by written exercises to promote a gradual acquisition of basic skills in reading and writing Spanish. We will place emphasis on speaking and on developing a solid foundation of grammar and vocabulary to support it. Cultural and geographic highlights of Spanish-speaking countries are introduced throughout the year. This class is conducted primarily in Spanish.

#### SPANISH 2

Grades 9–12; full-year course; 1 credit

Prerequisite: Spanish 1

In this course, students review and build upon the basic grammar, vocabulary, and structures learned in previous years. Students begin to interact at a basic functional level, since we emphasize oral and written production in order to effectively communicate at their level in different contexts. Throughout the year, students engage in tasks that support their learning targets, such as expressing their preferences, feelings or opinions on familiar topics. Students are also exposed to particular topics of Spanish-speaking countries, in order to start developing an appreciation and understanding of Latin and Spanish cultures. This class is conducted almost entirely in Spanish and students are expected to communicate in Spanish.

#### SPANISH 3

Grades 9–12; full-year course; 1 credit

Prerequisite: Spanish 2

In this course, students continue to develop cultural and communicative competencies through vocabulary building, conversational practice, and grammatical review. Students will expand, in depth and breadth, their reading, speaking, listening, and writing proficiencies in the target language. This course is taught almost exclusively in Spanish, and students are expected to communicate in Spanish.

#### HONORS SPANISH 3

Grades 9–12; full-year course; 1 credit

Prerequisite: Spanish 2, departmental approval for Honors

In this engaging course, students will continue to develop cultural and communicative competencies through vocabulary building, conversational practice, and grammatical review. Students will enhance reading, speaking, listening, and writing proficiencies by constructing essays and communicating exclusively in Spanish. Spanish 3 Honors aims to engage students in their interests and passions through a wide variety of performance tasks, including interpersonal, presentational, and interpretive modes. The learning goals of this course are based upon the World Readiness Standards for language learners. The course curriculum is directly aligned to the following Spanish Advanced Placement themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. Students will demonstrate their command of the language and knowledge of the Spanish Advanced Placement themes through formal presentations and informal conversation, research reports, and expository essays. Additionally, students will read and listen to authentic resources through multiple medias. At this level, students are expected to use the target language competently and confidently at all times. This course is taught exclusively in Spanish.

#### SPANISH 4

Grades 9–12; elective; full-year course; 1 credit

Prerequisite: Spanish 3

In this course, students continue to develop their communicative skills by speaking with other Spanish speakers, by writing, and through oral presentations. At this level, greater emphasis is placed on structural accuracy and ease in understanding spoken Spanish. Students will exchange and support opinions on a variety of topics related to contemporary and historical events, comprehend spoken and written Spanish texts from a variety of authentic sources, as well as produce compositions containing well-developed ideas on various topics. This course is taught exclusively in Spanish, and students are expected to communicate in Spanish.

#### HONORS SPANISH 4

Grades 9–12; elective; full-year course; 1 credit

Prerequisite: Spanish 3H, departmental approval for Honors

In this course, students are expected to fully engage on a daily basis and enhance their cultural and communicative competencies through vocabulary building, conversational practice, and grammatical review. Spanish 4 Honors aims to engage students in their interests and passions through a wide variety of performance tasks, including interpersonal, presentational, and interpretive modes. The learning goals of this course



are based upon the World Readiness Standards for language learners. Through these goals, students will establish global competence for their future endeavors and life experiences beyond our campus. The course curriculum is directly aligned to the following Spanish Advanced Placement themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. Students will demonstrate their command of the language and knowledge of the Advanced Placement themes through formal and informal presentations and informal conversation. Students will also research and write expository, informative, and persuasive essays. Additionally, students will read and listen to authentic resources through multiple media. At this level, students are expected to use the target language competently and confidently at all times. This course is taught exclusively in Spanish.

#### SPANISH 5

Grades 9–12; elective; full-year course; 1 credit

Prerequisite: Spanish 4

Students will improve their ability to use and understand Spanish in a variety of spoken and written contexts. They will refine their mastery of all the verb tenses and essential language structures while broadening vocabulary. They will read works of literature and periodicals, listen to native speakers, write, and practice speaking in varied formal and informal formats. This course is taught exclusively in Spanish.

#### SPANISH 5 – ADVANCED PLACEMENT

Grades 11, 12; elective; full-year course; 1 credit

Prerequisite: Spanish 4H, departmental approval for AP

In this course, students are expected to engage in increasingly complex and spontaneous oral interaction in which they demonstrate their understanding of the Spanish language. Spanish and Latin American literature of a variety of genres and periods will be studied in a cultural and historical context. Learning about strategies necessary to sustain and extend communication and training in the organization and writing of compositions are integral components of this course. Emphasis will be placed on refining students' mastery of sophisticated language structures and verb tenses. Teachers and students use Spanish exclusively in this course.