

Department of World Languages and English as a Second Language

Introduction:

The World Languages and English as a Second Language program at Randolph High School offer students the opportunity to acquire a language other than their native tongue. The program also exposes students to cultures beyond their own and gives them the ability to accept and appreciate the diversity in our global community.

Research from the National Center for Biotechnology Information shows that being bilingual improves attention span, memory, task-switching and leads to less cognitive decline later in life. Further research from Business Insider and Scientific American indicates that being bilingual leads to being more analytical when making decisions in the second language. There are many reasons to learn a second language, including understanding other cultures and communicating with people around the world, face to face or virtually. Knowledge of a second language can lead to more employment and travel opportunities. It helps students build confidence in their abilities, gives them a deeper understanding of English, allows them to watch films, listen to music and read books in their original language so that nothing gets lost in translation. Several studies have shown that students who study a second language perform better on standardized tests, particularly in math, reading, and vocabulary.

Randolph High School is proud to offer all students the opportunity to obtain the NJ State Seal of Biliteracy. This award identifies graduating seniors as having the ability to communicate at a high proficiency level in English and one or more world languages.

Course Recommendation Process:

Teacher recommendation, classroom performance, and diagnostic assessments are the primary criteria for determining appropriate course levels. When making recommendations for courses, teachers consider the following criteria:

Recommending a move to a different level: At least three of the listed indicators should be present.

Moving Up:

- An average of 97 or above
- An apparent ease with assignments
- An ability to grasp concepts quickly
- A capacity for thinking at a deeper level with greater insight
- An interest in the subject matter more appropriate to a higher-level student
- Uses the target language in all communication in and outside of the class with the teacher

Moving Down:

- An average of a C or lower
- Struggling or seeming overwhelmed by the work
- Inability to grasp concepts without additional, separate, individual explanation
- Critical thinking and writing skill levels noticeably lower than those of peers

Lack of motivation to meet the challenges of an accelerated course

Please note that students who have an A in a class may simply be appropriately placed and are able to shine at that level. Having an A average alone does not indicate that a student should move to a more advanced level.

Regarding lack of motivation: If students do not submit work, it is difficult to gauge ability level. Although having difficulties completing homework assignments will naturally impact a student's grade, homework is only a portion of the average. Therefore, it stands to reason that if a student is appropriately placed, he/she should be able to maintain a high C average based on tests, essays, and participation.

Summer Assignments:

Summer Assignments in World Languages will only be assigned to Advanced Placement courses.

Sequencing:

Department: World Language and English as a Second Language

Course Title (Code)	Grade Level	Length
American Sign Language IA (WLA800)	9, 10, 11, 12	Full Year
American Sign Language IIA (WLA810)	10, 11, 12	Full Year
American Sign Language III H (WLA820)	11, 12	Full Year
American Sign Language IV H (WLA830)	12	Full Year
French IA (WLA100)	9, 10, 11, 12	Full Year
French II H (WLA130)	9, 10, 11, 12	Full Year
French IIA (WLA120)	9, 10, 11, 12	Full Year
French III H (WLA160)	10, 11, 12	Full Year
French IIIA (WLA150)	10, 11, 12	Full Year
French IV H (WLA180)	11, 12	Full Year
French IVA (WLA170)	11, 12	Full Year
French VA (WLA190)	12	Full Year
AP French Language & Culture (WLA500)	12	Full Year
Mandarin IA (WLA410)	9, 10, 11, 12	Full Year
Mandarin IIA (WLA420)	9, 10, 11, 12	Full Year
Mandarin III H (WLA430)	10, 11, 12	Full Year
Mandarin IV H (WLA440)	11, 12	Full Year
Spanish IA (WLA210)	9, 10, 11, 12	Full Year
Spanish II H (WLA240)	9, 10, 11, 12	Full Year
Spanish IIA (WLA230)	9, 10, 11, 12	Full Year
Spanish III H (WLA270)	10, 11, 12	Full Year
Spanish IIIA (WLA260)	10, 11, 12	Full Year
Spanish IV H (WLA300)	11, 12	Full Year
Spanish IVA (WLA290)	11, 12	Full Year
Spanish VA (WLA310)	12	Full Year
AP Spanish Language & Culture (WLA510)	11, 12	Full Year
AP Spanish Literature & Culture (WLA520)	11, 12	Full Year
Heritage Spanish I H (WLA320)	9, 10, 11, 12	Full Year
Heritage Spanish II H (WLA330)	10, 11, 12	Full Year
Spanish Language I (WLA670)	9, 10, 11	Full Year
Spanish Language II (WLA680)	10, 11, 12	Full Year
Spanish Language III (WLA690)	11, 12	Full Year
Beginning ESL (WLA600)	9, 10, 11, 12	Full Year
Intermediate ESL (WLA610)	9, 10, 11, 12	Full Year
Advanced ESL (WLA620)	9, 10, 11, 12	Full Year
High Intensity ESL (WLA630)	9, 10, 11, 12	Full Year

+ indicates required course

World Languages Department Introduction:

Teacher recommendation, classroom performance, and diagnostic assessments are the primary criteria for determining appropriate course levels. When making recommendations for courses, teachers consider The Randolph Department of World Languages believes that acquiring a second language is an indispensable attribute of an educated person. Therefore, we offer a multifaceted, comprehensive language program. The goal of the World Language department is to develop students' communicative skills with grammar and vocabulary being taught in context rather than in isolation. To enrich and broaden students' communicative skills, instruction will not be limited to the written curriculum, but student needs and inquiry will be addressed ongoing. The curriculum encompasses interpersonal, interpretive, and presentational communication while emphasizing the interrelationship between the language and its respective culture. Moreover, multiple language acquisition enables the individual to reflect upon and gain insight into the student's language and culture.

The world language program at Randolph High School offers a multi-year consecutive sequential program in American Sign Language, French, Mandarin, Spanish, and Heritage Spanish. The goals of each language allow students to perform at their linguistic proficiency level within specific areas of emphasis: speaking, listening, reading, writing, and understanding the culture of the people who speak the language natively.

Course Levels:

Course Title: AMERICAN SIGN LANGUAGE IA (WLA 800) FRENCH IA (WLA 100) MANDARIN IA (WLA 410) SPANISH IA (WLA 210)	
Level/Grade: A / 9, 10, 11, 12	Length: Full Year
NCAA Approved Core Course	Pre-requisites: None
Course Description: World Language I introduces the student to basic pronunciation/hand formation, vocabulary/signs, grammar, and culture. Each unit introduces new language and vocabulary in a situational context. Grammar concepts will be taught in context through listening, speaking, reading, and writing activities in the target language. The World Language I Curriculum presents students to explore the topics of Getting Started, Student Life, Family Life, Active Lifestyles, and Celebrations. Through this exploration, students will gain knowledge of the target language environment and become more culturally and linguistically proficient. Students in World Language I are at the Novice-Low to Novice-Mid proficiency levels in American Sign Language, Chinese, French, and Spanish. American Sign Language, the language of the deaf, unlike Chinese, French or Spanish, is not a spoken or written language. Students of ASL show understanding of videos and teacher signing (receptive skills) instead of Chinese, French, and Spanish, where students show understanding of spoken and written text (interpretive skills). Classes are taught in 90%+ target language, and American Sign Language is presented with minimal to no voice.	

<p>Course Title: AMERICAN SIGN LANGUAGE IIA (WLA 810) FRENCH IIA (WLA 120), FRENCH IIH (WLA 130) MANDARIN IIA (WLA 420) SPANISH IIA (WLA 230), SPANISH IIH (WLA 240)</p>	
Level/Grade: A or H / 9, 10, 11, 12	Length: Full Year
NCAA Approved Core Course	Pre-requisites: Successful completion of American Sign Language I, French I, Mandarin I or Spanish I at the high school or Advanced French, Mandarin or Spanish at the middle school in conjunction with teacher recommendation.
<p>Course Description:</p> <p>The World Language II curriculum is designed for those students who continue to demonstrate an aptitude and performance in developing primary language skills. Emphasis will be placed on developing communicative proficiency through interpretive, interpersonal, and presentational activities. Grammar concepts and vocabulary will be taught in context through listening, speaking, reading, and writing activities in the target language for Spanish and French and through expressive (signing) and receptive (understanding) skills in American Sign Language. The World Language IIA curriculum presents students with the opportunity to explore the topics of Travel, Food, Home & Daily Routines, Health, and Technology. Through this exploration, students will build upon their target language knowledge and become more culturally and linguistically proficient. Students in World Language IIA typically fall within the Novice-Mid to Novice-High proficiency level in American Sign Language, French, Mandarin, and Spanish. Classes are taught in 90%+ target language, and American Sign Language is presented with minimal to no voice.</p> <p>World Language II Honors (French & Spanish only) will progress briskly with greater depth in writing and will serve as a foundation for the III Honors program for the coming year.</p>	

<p>Course Title: AMERICAN SIGN LANGUAGE IIIH (WLA 820) FRENCH IIIA (WLA 150), FRENCH IIIH (WLA 160) MANDARIN IIIH (WLA 430) SPANISH IIIA (WLA 260), SPANISH IIIH (WLA 270)</p>	
Level/Grade A or H / 10, 11, 12	Length: Full Year
NCAA Approved Core Course	Pre-requisites: Successful completion of American Sign Language II A, French IIA or IIH, Mandarin IIA, Spanish IIA or IIH in conjunction with teacher recommendation.
<p>Course Description:</p> <p>The World Language III curriculum is designed for those students who continue to demonstrate an aptitude and performance in developing the major language skills. Emphasis will be placed on developing communicative proficiency through interpretive, interpersonal, and presentational activities. Vocabulary and grammar concepts will be taught in context through listening, speaking, reading, and writing activities in the target language.</p> <p>The World Language III curriculum presents students with the opportunity to explore the topics of Travel, Nature & Environment, City Life, Workplace and Careers, and the Arts. Through this</p>	

exploration, students will build upon their target language knowledge and become more culturally and linguistically proficient. Students in World Language III typically fall within the Novice-High through Intermediate-Low proficiency level in American Sign Language, French, Mandarin, and Spanish. Classes are taught in 90%+ target language, and American Sign Language is presented with minimal to no voice.

<p>Course Title: AMERICAN SIGN LANGUAGE IVH (WLA 830) FRENCH IVA (WLA 170), FRENCH IVH (WLA 180) MANDARIN IVH (WLA 440) SPANISH IVA (WLA 290), SPANISH IVH (WLA 300)</p>	
Level/Grade: A or H / 11, 12	Length: Full Year
NCAA Approved Core Course	Pre-requisites: Successful completion of American Sign Language III H, French IIIA or IIIH, Mandarin IIIH, Spanish IIIA or IIIH in conjunction with teacher recommendation.
<p>Course Description: World Language IV is a continuation of the language program begun with level I. At this stage, students are able to understand and communicate at the sentence level and are more independent in creating with the language. Advanced grammar topics continue to be taught in context. Conversation and cultural topics will assist in developing an appreciation of the culture and lifestyle of speakers/signers of the target language. Emphasis will continue to be placed on developing communicative skills through performance-based activities and assessments. The French and Spanish program is designed to enhance students' proficiency in speaking, listening, reading, and writing through a thematic approach. The American Sign Language program is designed to enhance students' expressive and receptive skills through a thematic approach. Students in World Language IV typically fall within the Intermediate-Low to Intermediate-Mid proficiency level in American Sign Language, French, Chinese, and Spanish. Classes are taught in 90%+ target language, and American Sign Language is presented with minimal to no voice.</p>	

<p>Course Title: FRENCH VA (WLA 190) SPANISH VA (WLA 310)</p>	
Level/Grade: A / 12th	Length: Full Year
NCAA Approved Core Course	Pre-requisites: Successful completion of French IV A or Spanish IVA in conjunction with teacher recommendation.
<p>Course Description: French and Spanish V A are the continuations of the IV A curriculum and the culminating course of the A track program. Frequently used vocabulary is emphasized through the introduction of themes of everyday life. The course has as its purpose the development of the student's listening, speaking, reading, and writing skills to prepare students for language courses at the university level. This course is taught in the target language, and students are expected to communicate in Spanish or French. Students in World Language V typically fall within the Intermediate-Mid to Intermediate-High proficiency level in French and Spanish.</p>	

Course Title: AP FRENCH LANGUAGE AND CULTURE (WLA 500)	
Level/Grade: AP / 12th	Length: Full Year
NCAA Approved Core Course	Pre-requisites: Successful completion of French IV H in conjunction with teacher recommendation.
<p>Course Description:</p> <p>AP French Language and Culture is the final course in the AP Vertical Track. This course builds upon the literature, grammar, and vocabulary covered in French IVH. It further broadens the student's interest in the language and culture through various current media written and audio documents that exemplify the culture and civilization of the French-speaking world. Extensive vocabulary development is emphasized throughout the rigorous and briskly paced program. The course has as its purpose the development of the student's listening, speaking, reading, and writing skills to communicate successfully and creatively in various situations and to prepare students for the French Language and Culture AP Exam. This course is taught entirely in French. Therefore, the students are expected to communicate in the target language at all times.</p>	

Course Title: AP SPANISH LANGUAGE AND CULTURE (WLA 510)	
Level/Grade: AP / 11, 12	Length: Ful Year
NCAA Approved Core Course	Pre-requisites: Successful completion of Spanish IV H or Heritage Spanish II H in conjunction with teacher recommendation.
<p>Course Description:</p> <p>AP Spanish Language and Culture is the final course in the AP Vertical Track. This course builds upon the literature, grammar, and vocabulary covered in Spanish IV Honors. It further broadens the student's interest in the language and culture through various current media written and audio documents that exemplify the culture and civilization of the Spanish-speaking world. Extensive vocabulary development is emphasized throughout the rigorous and briskly paced program. The course has as its purpose the development of the student's listening, speaking, reading, and writing skills to communicate successfully and creatively in various situations and to prepare students for the Spanish Language and Culture AP Exam. This course is taught entirely in Spanish. Therefore, the students are expected to communicate in the target language at all times. Students in AP Spanish Language and Culture typically fall within the Intermediate-Mid to Intermediate-High proficiency level in Spanish.</p>	

Course Title: AP SPANISH LITERATURE AND CULTURE (WLA 520)	
Level/Grade: AP / 11, 12	Length: Full Year
NCAA Approved Core Course	Pre-requisites: Successful completion of Spanish IV H or Heritage Spanish II H in conjunction with teacher recommendation.
<p>Course Description:</p> <p>The AP Spanish Literature and Culture course introduces students to the formal study of a representative body of literature, written in Spanish, from Spain, Latin America, and the United States. The course provides students with ongoing and varied opportunities to develop proficiency in Spanish across a full range of skills, emphasizing critical reading and analytical writing. It also encourages students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. In addition, this course prepares students for the Spanish Literature and Culture AP Exam. The class is taught entirely in Spanish, and students are expected to communicate in the target language at all times. Students in AP Spanish Literature and Culture typically fall within the Intermediate-High to Advanced-Low proficiency level in Spanish.</p>	

Course Title: HERITAGE SPANISH I H (WLA 320)	
Level/Grade: H / 9, 10, 11, 12	Length: Full Year
NCAA Approved Core Course	Pre-requisites: Teacher recommendation based on an oral interview and a written placement test.
<p>Course Description:</p> <p>Heritage Spanish I Honors is explicitly designed for native or heritage students who are proficient speakers of Spanish. This course aims to help students expand their current proficiency level in speaking and listening while developing their reading and writing skills to help them become biliterate. A central goal is to instill a sense of pride in our students and their heritage. Through developing self-understanding and self-esteem, students will be better prepared to navigate a bicultural society. In addition, students will be introduced to a variety of literary works that exemplify the culture and civilization of the Hispanic world.</p>	

Course Title: HERITAGE SPANISH II H (WLA 330)	
Level/Grade: H / 10, 11, 12	Length: Full Year
NCAA Approved Core Course	Pre-requisites: Successful completion of Heritage Spanish IH or teacher recommendation based on an oral interview and a written placement test.
<p>Course Description:</p> <p>The Heritage Spanish II Honors course is an intensive study of Spanish through Hispanic literature and achievements. These areas of study will be honed via a contemporary, thematic approach fostering awareness and appreciation of Hispanic culture, lifestyles, and accomplishments. Throughout the course, emphasis will be placed on encouraging students to perfect syntax and structure and expand vocabulary in their native language. In addition, students will sharpen reading and writing skills and develop creative and critical thinking skills.</p>	

Course Title: SPANISH LANGUAGE I	
Level/Grade: B / 9, 10, 11	Length: Full Year
	Pre-requisites: Placement criteria, supervisor approval
<p>Course Description:</p> <p>Spanish Language I is an entry-level course and the first year of a three-year sequential program that moves students through the stages of the novice level standards. Students will be introduced to basic pronunciation and vocabulary and various aspects of the culture of Spanish-speaking countries but at a pace slower than that of the regular college preparatory course. Students in the Spanish Language I typically fall within the Novice-Low to Novice-Mid proficiency level in Spanish.</p>	

Course Title: SPANISH LANGUAGE II	
Level/Grade: B / 10, 11, 12	Length: Full Year
	Pre-requisites: Completion of Spanish Language I in conjunction with teacher recommendation.
<p>Course Description:</p> <p>Spanish Language II is a continuation of the three-year sequential program. It builds upon the material learned in Spanish Language I and focuses on communicative skills. In addition, the focus will be placed on vocabulary, speaking skills, and various cultural aspects of Spanish-speaking countries. Students in Spanish Language II typically fall within the Novice-Mid to Novice-High proficiency level in Spanish.</p>	

Course Title: SPANISH LANGUAGE III	
Level/Grade: B / 11, 12	Length: Full Year
	Pre-requisites: Completion of Spanish Language II in conjunction with teacher recommendation.
<p>Course Description:</p> <p>Spanish Language III is a final course of the three-year sequential program. It builds upon the material learned in Spanish Language I and II and focuses on communicative skills. In addition, the focus will be placed on vocabulary, speaking skills, and various cultural aspects of Spanish-speaking countries. Students in Spanish Language III typically fall within the Novice-Mid to Novice-High proficiency level in Spanish.</p>	

ESL Department Introduction:

The primary goal of Randolph Township Schools' English as a Second Language (ESL) program is to deepen students understanding of the language and culture of their new homeland. This program is intended to provide our linguistically and culturally diverse students with a foundation for their success in our schools and community. In addition, it enables students who are non-native speakers of English to effectively use content knowledge and skills to develop within their new linguistic community. With academic language development and successful social communication as its goals, the ESL program addresses the needs of its growing population of English Language Learners (ELLs) from around the globe.

Course Title: BEGINNING ESL (WLA 600)	
Level/Grade: 9, 10, 11, 12	Length: Full Year
	Pre-requisites: Recommendation of the ESL supervisor and teacher, based on performance on state- approved tests and in prior ESL classes.
Course Description: Beginning ESL is designed for the beginner-level student whose native language is not English. It focuses on the oral communication and written language needed for a non-native speaker to transition to an English-language academic environment. Students will learn the structures of English grammar and begin to develop academic vocabulary in speaking, listening, reading, and writing. This course fulfills the English requirement.	

Course Title: INTERMEDIATE ESL (WLA 610)	
Level/Grade: 9, 10, 11, 12	Length: Full Year
	Pre-requisites: Recommendation of the ESL supervisor and teacher, based on performance on state- approved tests and in prior ESL classes.
Course Description: Intermediate ESL is designed for the intermediate level's English Language Learner (ELL). Building on the previously learned English skills, it focuses on speaking, listening, reading, and writing, emphasizing the academic vocabulary needed to succeed in high school content-area classes. Students will learn more complex grammatical structures, language forms, conventions, and greater depth of vocabulary. This course fulfills the English requirement.	

Course Title: ADVANCED ESL (WLA 620)	
Level/Grade: 9, 10, 11, 12	Length: Full Year
	Pre-requisites: Recommendation of the ESL supervisor and teacher, based on performance on state- approved tests and in prior ESL classes.
<p>Course Description:</p> <p>Advanced ESL is designed for the English Language Learner (ELL) to develop proficiency in all language domains. Using informational and literary texts focuses on developing speaking, listening, reading, and writing skills needed for success in subject areas. In addition, it prepares the ELL for Transitional English. This course fulfills the English requirement.</p>	

Course Title: HIGH INTENSITY ESL (WLA 630)	
Level/Grade: 9, 10, 11, 12	Length: Full Year
	Pre-requisites: Recommendation of the ESL supervisor and teacher, based on performance on state- approved tests and in prior ESL classes.
<p>Course Description:</p> <p>High-Intensity ESL is designed for the beginner or intermediate level English Language Learner (ELL) and requires a second period of ESL daily. It focuses on literacy in the English language at the student's proficiency level. This course fulfills the English requirement.</p>	