

## **WORLD LANGUAGE**

All courses in the World Language Department are Fine Arts credit. College-bound students should plan to take a two or three-year sequence in the same language. If a student has not taken a language in high school, he or she may be required to take it in college. For students who are not college-bound, language learning is still a beneficial experience. The expectation is that students can demonstrate proficient communication in real-world situations.

### **REGISTRATION INFORMATION CONCERNING WORLD LANGUAGE**

The world language teachers of Adams County Five Star Schools are aware of the need for a smooth transition from middle school to high school world language study. We would like to make the following recommendations for parents, students, counselors and anyone else who has a hand in this transition:

1. **First and second year language study completed at middle school level can be a part of the desired sequence required by some colleges and universities; however, colleges will only count the exit level (successfully completed) in high school.**
2. **Students are eligible to apply for the Seal of Biliteracy once they successfully complete a level 4 or higher World Language class.**
3. **If a student fails either semester of first or second year and wants to continue on with the language, he/she must repeat that year. When a student has already registered for the next year and then fails second semester, the student must notify a counselor so that the scheduling change can be made.**
4. **If a student has had difficulty in first or second year language as reflected in assessments and grades, it is advisable for this student to repeat that year. This student's teacher should give the student written recommendation to this effect. If the difficulty occurs after the student has already registered for the next year, the counseling department needs to be contacted so the recommended change can be made.**
5. **If a student has acceptable grades and has successfully completed year-long courses in middle school, then there is no reason for him/her to repeat those years in high school.**
6. **A world language student should not give up at the first sign of difficulty, but rather should work together with his/her teacher to address the problem. We request that teacher's approval be part of any schedule change.**

### **FRENCH I - 8200**

**9,10,11,12**

**1 credit**

Designed to introduce students to French language and culture, French I emphasizes basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. French culture is introduced through the art, literature, customs, and history of the French-speaking people.

### **FRENCH II - 8210**

**9,10,11,12**

**1 credit**

French II courses build upon skills developed in French I, extending students' ability to understand and express themselves in French and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of French-speaking people to deepen their understanding of the culture(s).

**PREREQUISITE:** French I

### **FRENCH III - 8220**

**9,10,11,12**

**1 credit**

French III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

\*This class is taught as a bi-level III/IV class. Content is based on an A / B curriculum. Students from both levels learn the same content, at the same pace and the following year, they earn a different set of content.

**PREREQUISITE:** French II

**FRENCH IV – 8230****10, 11, 12****1 credit**

French IV courses focus on advancing students' skills and abilities to read, write, speak, and understand the French language so that they can maintain simple conversations on familiar topics with sufficient vocabulary and an acceptable accent and have sufficient comprehension to understand speech spoken at a normal pace.

\*This class is taught as a bi-level III/IV class. Content is based on an A / B curriculum. Students from both levels learn the same content, at the same pace and the following year, they earn a different set of content.

**PREREQUISITE:** French III

**AP FRENCH - 8245****11,12****1 credit**

Designed to parallel third-year college-level courses in French Composition and Conversation, AP French Language courses build upon prior knowledge and develop students' ability to understand others and express themselves (in French) accurately, coherently, and fluently. Students will develop a vocabulary large enough to understand literary texts, magazine/newspaper articles, films and television productions, and so on.

**PREREQUISITE:** French IV

**GERMAN I - 8300****9,10,11,12****1 credit**

Designed to introduce students to German language and culture, German I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. German culture is introduced through the art, literature, customs, and history of the German-speaking people.

**GERMAN II - 8310****9,10,11,12****1 credit**

German II courses build upon skills developed in German I, extending students' ability to understand and express themselves in German and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of German-speaking people to deepen their understanding of the culture(s). **Upon successful completion of at least two years of German, students are encouraged to take part in the HHS-FRG GAPP student exchange program with the Friedrich-Rückert-Gymnasium in Ebern, Germany.**

**PREREQUISITE:** German I

**GERMAN III - 8320****9,10,11,12****1 credit**

German III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Comprehension goals for students may include attaining more facility and faster understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. **Upon successful completion of at least two years of German, students are encouraged to take part in the HHS-FRG GAPP student exchange program with the Friedrich-Rückert-Gymnasium in Ebern, Germany.**

**PREREQUISITE:** German II

**AP GERMAN - 8345****11,12****1 credit**

Designed to parallel third-year college-level courses in German Language, AP German Language courses build upon prior knowledge and develop students' ability to understand spoken German in various conversational situations, to express themselves (in German) accurately and fluently, and to have a command of the structure of the German language. Students will develop a vocabulary large enough to understand literature, magazine/newspaper articles, films and television productions, and so on. **Upon successful completion of at least two years of German, students are encouraged to take part in the HHS-FRG GAPP student exchange program with the Friedrich-Rückert-Gymnasium in Ebern, Germany.**

**PREREQUISITE:** German III or equivalent

**SPANISH I - 8100****9,10,11,12****1 credit**

Designed to introduce students to Spanish language and culture. Spanish I courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people.

**SPANISH II - 8110****9,10,11,12****1 credit**

Spanish II courses build upon skills developed in Spanish I, extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s).

PREREQUISITE: Successful completion of Spanish I (recommended C or better)

**SPANISH III - 8120****9, 10, 11, 12****1 credit**

Spanish III courses focus on having students express increasingly complex concepts both verbally and in writing while showing some spontaneity. Communicative goals for students may include attaining more proficiency and comprehension when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations.

PREREQUISITE: Successful completion of Spanish II (recommended C or better)

**SPANISH IV - 8130****10, 11, 12****1 credit**

Spanish IV courses focus on advancing students' skills and abilities to read, write, speak, and understand the Spanish language so that they can maintain conversations on familiar topics with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.

Note: The CU Succeed Program Option is available to Spanish IV students. In addition to regular high school credit, students can register for college credit. The course is taught by Horizon High School faculty whose academic credentials and experience are deemed appropriate for appointment as adjunct faculty in CU Denver's world language department. The registration fee is \$231.00 per semester for 3 semester hours of credit each semester (fee is subject to change). This course appears on an official University of Colorado transcript.

PREREQUISITE: Successful completion of Spanish III (recommended C or better)

**AP SPANISH - 8140****11, 12****1 credit**

Designed by the College Board to parallel third-year college-level courses in Spanish Composition and Conversation, AP Spanish Language courses build upon prior knowledge and develop students' ability to understand others and express themselves (in Spanish) accurately, coherently, and fluently in both formal and informal situations. Students will develop a vocabulary large enough to understand literary texts, magazine/newspaper articles, films and television productions, and so on.

.Note: The C.U. Succeed Program Option is available to Spanish IV students. In addition to regular high school credit, students can register for college credit. The course is taught by Horizon High School faculty whose academic credentials and experience are deemed appropriate for appointment as adjunct faculty in CU Denver's world language department. The registration fee is \$231.00 per semester for 3 semester hours of credit each semester (fee is subject to change). This course appears on an official University of Colorado transcript.

PREREQUISITE: Successful completion of Spanish IV (recommended C or better)

**SPANISH FOR HERITAGE SPEAKERS I - 8180****9,10,11,12****1 credit**

This course addresses the needs of students who are proficient in listening and speaking Spanish and emphasizes development of reading and writing skills in their native language. The possibilities for an informal immersion partnership as well as individualized learning could result. The class is taught in Spanish and includes a review of grammar and vocabulary topics from Spanish II, and III curricula. It will provide students opportunities to develop language skills they already have, develop complex language and critical thinking skills. Students will also analyze a variety of literature in accordance with national world language standards. This is the entry level class for bilingual students.

**BY RECOMMENDATION ONLY****SPANISH FOR HERITAGE SPEAKERS II - 8181****10,11,12****1 credit**

Spanish for Native Speakers II is a modification of existing courses to meet the needs of students who speak and understand Spanish. This class is also for students who have completed Spanish IV & AP Spanish. This course emphasizes reading and writing skills, with listening and speaking skills operating in a support role. Also, critical thinking in the Spanish language will be a focus as students deal with contemporary issues relevant to their role in our multicultural society. This course would complement students' innate abilities in the Spanish language. Student's strengths will be enhanced and needs supported by pairing native speaking students with their non-native speaking peers. The course will celebrate the talents of all students. Upon completion of Spanish for Native Speakers II, students are encourage to take the AP Spanish Exam.

**BY RECOMMENDATION ONLY**