

World Languages Diploma Seals & Cords

1

WL Pathway Honor Cord

**Complete 3+ years of same World Language
Blue, Green, and Gold Honor Cord**

2

GA Seal of Biliteracy

**ELA - B or higher average for all ELA courses
WL - (1) 4 or 5 on AP WL Exam or (2) score Int. High
on exam for languages not taught at CHS
Diploma Seal & Green Honor Cord**

3

International Skills Diploma Seal

**World Languages - 3-4 HS credits of same language
Coursework - 4-5 HS credits with international focus
Extracurricular - 4 experiences with global theme
Service - 20 hours with cross-cultural component
Capstone - integrate experiences above
Diploma Seal & Purple Honor Cord**

4

National French Honor Society

Red, White, and Blue Honor Cord

5

National Latin Honor Society

Diploma Seal & Purple and Gold Honor Cord

6

National Spanish Honor Society

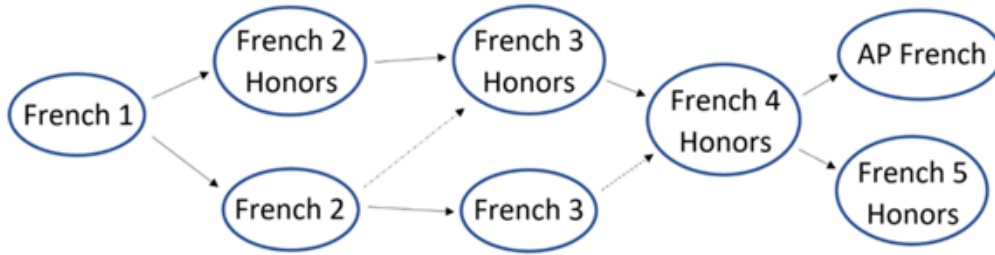
Red and Gold Honor Cord

World Languages

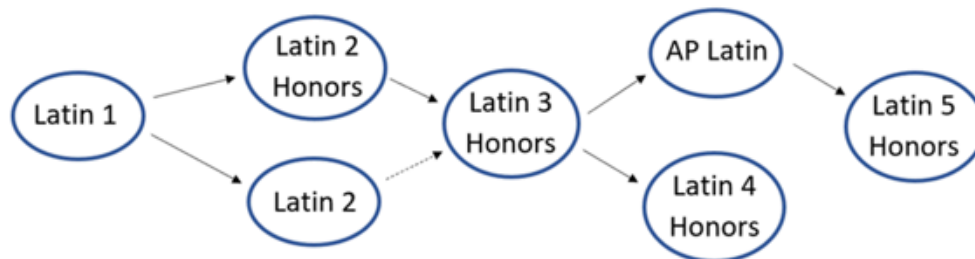
Minimum of two years of the same World Language is required for college admission.

Three plus years of the same language is recommended by many institutions.

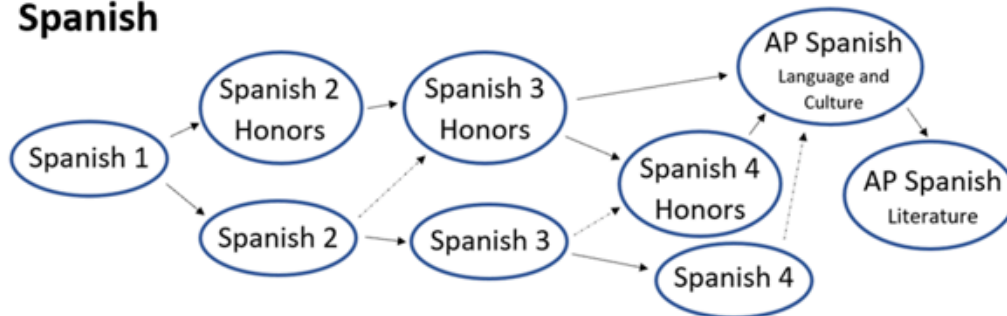
French



Latin



Spanish



Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
French 1	60.0110001 fall 60.0110002 spring	Y	9-12	None	Students work towards the year-end goal of achieving novice-high listening, reading, writing and novice-mid speaking levels. (Students can understand, exchange, and present information about familiar topics using phrases, simple sentences, and short paragraphs. In a francophone culture, students can interact at a survival level in a few familiar contexts.) Topics used to achieve these levels include greetings, school, family, friends, and restaurants. No prior knowledge of the language or culture is assumed.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
French 2	60.0120001 fall	Y	9-12	French 1	<p>Students work towards the year-end goal of achieving intermediate-low listening, reading, & writing and novice-high speaking levels. (Students can understand, exchange, and present information about an expanded variety of familiar topics and in present and past tenses using complex sentences and short paragraphs. In a francophone culture, students can interact at a basic functional level in some familiar contexts.) Topics used to achieve these levels include sports and hobbies, celebrations and holidays, vacations and travel, and home.</p>
	60.0120002 spring				
French 2 Honors	60.0120041 fall	Y	9-12	French 1 and Teacher Rec	<p>Students work towards the year-end goal of achieving intermediate-low listening, reading, writing, and speaking levels. (Students can understand, exchange, and present information about an expanded variety of familiar topics and in present and past tenses using complex sentences and short paragraphs. In a francophone culture, students can interact at a functional level in some familiar contexts.) Topics used to achieve these levels include sports and hobbies, celebrations and holiday, vacations and travel, home. Beginning preparation for AP French.</p>
	60.0120042 spring				
French 3	60.0130001 fall	Y	10-12	French 2	<p>Students work towards the year-end goal of reaching intermediate-mid listening, reading, and intermediate-low speaking levels. (Students can understand, exchange, and present information about a wide variety of topics and in several time frames using complex sentences and long paragraphs. In a francophone culture, students can interact at a functional level in some familiar contexts.) Topics used to achieve these levels include home, food, health, technology, city life, professions, environment, and the arts.</p>
	60.0130002 spring				
French 3 Honors	60.0130041 fall	Y	10-12	French 2 or French 2 Honors and Teacher Rec	<p>Students work towards the year-end goal of reaching intermediate-mid listening, reading, and speaking levels. (Students can understand, exchange, and present information about a wide variety of topics and in several time frames using complex sentences and long paragraphs. In a francophone culture, students can interact at a functional level in multiple familiar contexts.) Topics used to achieve these levels include home, food, health, technology, city life, professions, environment, and the arts. Continued preparation for AP French.</p>
	60.0130042 spring				

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
French 4 Honors	60.0140041 fall	Y	11-12	French 3 or French 3 Honors and Teacher Rec	Students work towards the year-end goal of reaching enriched intermediate-mid listening, reading, writing, and speaking levels. (Students can understand, exchange, and present information about a wide variety of concrete and abstract topics in several time frames using complex sentences, paragraphs, and essays. In a francophone culture, students can interact at a very functional level in multiple familiar contexts.) Sample topics include WWII in France, French cities, French film, and Haitian culture. In final preparation for AP French, the course provides intense development of communicative and cultural competence and requires near-exclusive use of French in class.
	60.0140042 spring				
AP French Language and Culture	60.0170001 fall	Y	12	French 4 Honors and Teacher Rec OR Placement Exam	This college-level course provides intense preparation for the AP French Language and Culture exam by using authentic resources; students work towards the year-end goal of intermediate-high to advanced-low listening, reading, writing, and speaking levels. (Students can understand, exchange, and present information about a wide variety of abstract and culturally relevant topics and in many time frames and registers using complex sentences, paragraphs, and essays. In a francophone culture, students can interact at a competent level in familiar and some unfamiliar contexts). College Board themes used to promote success include global challenges, science and technology, contemporary life, families and communities, identities, and beauty. Exclusive use of French in class.
	60.0170002 spring				
French 5 Honors	60.0150041 fall	Y	12	French 4 Honors or AP French and Teacher Rec	This college-level course explores French and francophone literature, history, film, contemporary topics, and culture with the year-end goal of enriched intermediate-high to advanced-low listening, reading, writing, and speaking levels. (Students can understand, exchange, and present information about a wide variety of abstract, literary, and culturally relevant topics and in many time frames and registers using complex sentences, paragraphs, and essays. In a francophone culture, students can interact at a competent level in familiar and some unfamiliar contexts.) Class readings, culture units, and individual research projects are designed to prepare students to explore the use of French in their future careers and community service. Exclusive use of French in class.
	60.0150042 spring				

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Latin 1	61.0410001 fall	Y	9-12	None	Latin I introduces students to the basics of the Latin language and Roman culture. Students will follow one Roman family on a journey through various parts of the Roman Empire, viz. Pompeii, Britannia, Alexandria. Emphasis will be placed on fundamental language structures, vocabulary, derivatives, and reading comprehension – all of which is supplemented with culture, history, and mythology.
	61.0410002 spring				
Latin 2	61.0420001 fall	Y	9-12	Latin 1 and Teacher Rec	In Latin II students move deeper into the Latin language: subjunctive mood, participles, gerundives, passive voice, ablative absolute, future tense. Students continue to be guided by their favorite characters as they learn these more complex aspects of the Latin language, which is supplemented with further study of culture, history, and mythology. Latin II is designed for students intending to cease their study of Latin after level II. While the content of Latin II is similar to that of Latin II Honors, assessments are designed for a lower level of mastery. Students wanting to continue to Latin III Honors should strongly consider taking Latin II Honors.
	61.0420002 spring				
Latin 2 Honors	61.0420041 fall	Y	9-12	Latin 1 and teacher rec	In Latin II Honors students move deeper into the Latin language: subjunctive mood, participles, gerundives, passive voice, ablative absolute, future tense. Students continue to be guided by their favorite characters as they learn these more complex aspects of the Latin language, which is supplemented with further study of culture, history, and mythology. Mastery of increasingly complex grammatical structures for the purpose of reading comprehension is our goal.
	61.0420042 spring				
Latin 3 Honors	61.0430041 fall	Y	10-12	Latin 2 Honors or Latin 2 with teacher rec	In Latin III Honors students hone the final points of grammar, and exploration of primary sources takes center stage. In the first semester, students focus on indirect statements and the subjunctive mood as they complete the plotline they've been following for two years. Then in the second semester students read a selection of original texts by Roman authors (adapted where necessary), including Catullus, Ovid, Pliny, Tacitus, and Vergil. Students are introduced to Latin poetry, rhetorical devices, and scansion of dactylic hexameter. Emphasized are the comprehension and analysis of advanced texts in preparation for AP Latin.
	61.0430042 spring				

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Latin 4 Honors	61.0440041 fall	Y	11-12	Latin 3 Honors and Teacher Rec	<p>The aim of this course is to provide students with the opportunity to read complex original works from Roman authors without the pressure of the AP curriculum and requirements. In semester one students will learn alongside AP Latin students as they foray into the worlds of Pliny's Epistulae and Vergil's Aeneid as well as selections from other Roman authors. The second semester will begin to offer students the opportunity to read primary Latin texts in a variety of genres and Roman authors. Students will have options throughout the year to demonstrate proficiency of understanding by alternative means including poetry, art, engineering, dance, music, video-based design, acting, etc. The academic year will culminate in a more extensive project-based experience.</p>
	61.0440042 spring				
AP Latin	61.0480001 fall	Y	11-12	Latin 3 Honors and Teacher Rec	<p>This college-level course continues Latin language acquisition through translation, textual analysis, and contextualization. Students will study selections from Vergil's Aeneid and Pliny's Epistulae, along with nonsyllabus texts and four Course Project passages, some of which extend beyond early imperial Rome. By placing texts in context, students develop critical, historical, and literary sensitivities, which helps them gain a deeper understanding of the content and the culture in which they were created.</p>
	61.0480002 spring				
Latin 5 Honors	61.0450041 fall	Y	12	AP Latin and Teacher Rec	<p>Latin V Honors offers advanced Latin students the opportunity to read primary Latin texts in a variety of genres. Having mastered the structural elements of the Latin language and having shown proficiency in reading comprehension of advanced Latin texts, students will reap the fruits of their hard work as they enjoy reading authors of their own choosing. Students may read from Ovid, Cicero, Catullus, Horace, Vergil, Caesar, Plautus, Martial, Cato, Pliny, Tacitus, Suetonius, Livy, Quintilian, Nepos, Seneca, Propertius, et al. In addition to these authors, students may read from Biblia Sacra Vulgata; spend a little time in Harrius Potter et Philosophi Lapis, Hobbitus Ille, Winnie Ille Pu, Cattus Petasatus; and even create their own Latin version of English works. The sky really is the limit for students in this course. Upon completion, students will be well prepared for any advanced Latin course at the undergraduate level.</p>
	61.0450042 spring				

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Spanish 1	60.0710001 fall	Y	9-12	None	Students work towards the year-end goal of achieving novice-high listening, reading, writing and novice-mid speaking levels. (Students can understand, exchange, and present information about familiar topics using phrases, simple sentences, and short paragraphs. In a Spanish-speaking culture, students can interact at a survival level in a few familiar contexts.) Topics used to achieve these levels include greetings, school, family, pastimes, travel, and vacation. No prior knowledge of the language or culture is necessary or assumed.
	60.0710002 spring				
Spanish 2	60.0720001 fall	Y	9-12	Spanish 1	Students work towards the year-end goal of achieving intermediate-low listening, reading, & writing and novice-high speaking levels. (Students can understand, exchange, and present information about an expanded variety of familiar topics and in present and past tenses using complex sentences and short paragraphs. In a Spanish-speaking culture, students can interact at a basic functional level in some familiar contexts.) Topics used to achieve these levels include shopping, daily routines, food and celebrations, health, and technology.
	60.0720002 spring				
Spanish 2 Honors	60.0720041 fall	Y	9-12	Spanish 1 and Teacher Rec	Students work towards the year-end goal of achieving intermediate-low listening, reading, writing, and speaking levels. (Students can understand, exchange, and present information about an expanded variety of familiar topics and in present and past tenses using complex sentences and short paragraphs. In a Spanish-speaking culture, students can interact at a functional level in some familiar contexts.) Topics used to achieve these levels include shopping, daily routines, food and celebrations, health, and technology. Beginning preparation for AP Spanish.
	60.0720042 spring				
Spanish 3	60.0730001 fall	Y	9-12	Spanish 2	Students work towards the year-end goal of reaching intermediate-mid listening, reading, and intermediate-low speaking levels. (Students can understand, exchange, and present information about a wide variety of topics and in several time frames using complex sentences and long paragraphs. In a Spanish-speaking culture, students can interact at a functional level in some familiar contexts.) Topics used to achieve these levels include home, food, health, technology, city life, professions, environment, and the arts.
	60.0730002 spring				

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Spanish 3 Honors	60.0730041 fall 60.0730042 spring	Y	9-12	Spanish 2 or Spanish 2 Honors and Teacher Rec	Students work towards the year-end goal of reaching intermediate-mid listening, reading, and speaking levels. (Students can understand, exchange, and present information about a wide variety of topics and in several time frames using complex sentences and long paragraphs. In a Spanish-speaking culture, students can interact at a functional level in multiple familiar contexts.) Topics used to achieve these levels include home, food, health, technology, city life, professions, environment, the arts, and current events. Continued preparation for AP Spanish.
Spanish 4	60.0740001 fall 60.0740002 spring	Y	10-12	Spanish 3	Students work towards the year-end goal of reaching intermediate-mid listening, reading, writing, and speaking levels. (Students can participate in conversations on familiar topics using sentences and series of sentences. Students can handle short social interactions in everyday situations by asking and answering a variety of questions. Students can usually say what they want to say about themselves and their everyday life.) The course provides extensive development of communicative and cultural competence and requires extensive use of Spanish in class.
Spanish 4 Honors	60.0740041 fall 60.0740042 spring	Y	10-12	Spanish 3 or Spanish 3 Honors and Teacher Rec	Students work towards the year-end goal of reaching intermediate-high listening, reading, writing, and speaking levels. (Students can participate with ease and confidence in conversations on familiar topics. Students can usually talk about events and experiences in various time frames, and describe people, places, and things. Students can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. Students can understand, exchange, and present information about a wide variety of concrete and abstract topics in several time frames using complex sentences, paragraphs, and essays. In a Spanish-speaking culture, students can interact at a very functional level in multiple familiar contexts.) The course provides intense development of communicative and cultural competence and requires near-exclusive use of Spanish in class in preparation for AP Spanish Language and Culture class.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
AP Spanish Language and Culture	60.0770001 fall	Y	11-12	Spanish 4 or Spanish 4 Honors and Teacher Rec or Placement Test	This college-level course provides intense preparation for the AP Spanish Language and Culture exam by using authentic resources; students work towards the year-end goal of intermediate-high listening, reading, writing, and speaking. (Students can understand, exchange, and present information about a wide variety of abstract and culturally relevant topics and in many time frames and registers using complex sentences, paragraphs, and essays. In a Spanish-speaking culture, students can interact at a competent level in familiar and some unfamiliar contexts). College Board themes used to promote success include global challenges, science and technology, contemporary life, families and communities, identities, and beauty. Exclusive use of Spanish in class.
	60.0770002 spring				
AP Spanish Literature	60.0811001 fall	Y	12	AP Spanish Lang and Teacher Rec or Placement Test	This college-level course provides intense preparation for the AP Spanish Literature and Culture exam using authentic Spanish-language literature from many time periods and Spanish-speaking countries. With the year-end goal of enriched intermediate-high listening, reading, writing, and speaking, students read short stories, novels, poetry, plays, and essays from authors such as Cervantes, Tirso de Molina, Heredia, Unamuno, Darío, Borges, Garcia Marquez, and Allende, making cultural connections with each work. Students explore the College Board themes of Societies in Contact, Construction of Gender, Time and Space, Literary Creation, Interpersonal Relationships, and the Dual Nature of Being. Exclusive use of Spanish in class.
	60.0811002 spring				