
WORLD LANGUAGES

The courses described in this section are designed to help students learn to communicate effectively in a world language. Major emphasis is placed on developing students' ability to comprehend what they hear and read and to express their thoughts orally and in writing. In addition to developing their communication skills, students will develop awareness of and appreciation for other cultures.

The world languages instructional program is designed to help students:

- Understand an educated fluent speaker conversing about topics of general interest and speaking in such media as news broadcasts, plays, movies, and telecasts.
- Speak fluently and comprehensibly on a range of topics.
- Understand directly, without translating, the content of nontechnical writing, selected works of literature, and articles of general interest from periodicals.
- Write comprehensibly for formal and informal purposes.
- Develop awareness of the cultures of people speaking the world language.

At the elementary level, world language instruction is given in magnet schools in the Spanish Language Immersion Magnets (SLIM) and the French Language Immersion Magnet (FLIM). For a complete description, refer to the listing of magnet schools in Part II of this document.

At the secondary level, the modern world languages offered are Filipino, French, German, Italian, Japanese, Mandarin Chinese, Spanish, and Vietnamese. Latin is offered to students interested in the study of a classical language. American Sign Language also meets the high school graduation

requirement for world languages, and introduces the basic structure of the language and development of its use within the deaf culture.

World Language offerings vary from school to school in response to student interest, staff resources, and other factors. In all cases, however, curriculum and instruction are aligned with district world language standards (available at studata.sandi.net/saa/standards/) as well as the 2003 *Foreign Language Framework for California Public Schools*.

Graduation credit may be granted for coursework taken at *district-approved* independent world language schools outside the regular school day (e.g., Saturday school) or school year (i.e., summer school), even if the school is not WASC accredited, provided that the student notifies the principal in advance (see Administrative Procedure 4770.C.12.a(3)). A current list of the approved independent world language schools may be found in the World Languages section of *District Pilot and Site-Adopted Courses: A Supplement to the Course of Study, K-12* (studata.sandi.net/cos/supp/index.asp).

The course descriptions in this section are arranged alphabetically by language:

- American Sign Language (ASL)
- Filipino
- French
- German
- Italian
- Japanese
- Latin
- Mandarin Chinese
- Spanish
- Vietnamese

AMERICAN SIGN LANGUAGE 1-2 (2384, 2385)

Grade level: 7–12

Prerequisites: None

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This introductory course, open to all students who wish to learn American Sign Language, is intended to develop limited facility in the basic structure and use of the language. Study of the deaf culture will also be included so that students will have knowledge of the values, beliefs, behaviors, and common world view found among deaf people.

BASIC TEXTS AND TEACHING GUIDES

Humphries and Padden, *Learning American Sign Language*, Pearson, 2004.

AMERICAN SIGN LANGUAGE 3-4 (2386, 2387)

Grade level: 8–12

Prerequisites: At least a C grade or equivalent in American Sign Language 1-2; recommendation of teacher and/or counselor

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed American Sign Language 1-2. It is a continuation of the introductory course and is intended to extend students' limited facility in the major skills.

BASIC TEXTS AND TEACHING GUIDES

Smith, *Signing Naturally Curriculum, Level 2*, Dawn Sign Press, 1988.

FILIPINO 1-2 (2395, 2396)

Grade level: 7–12

Prerequisites: None

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This introductory course, open to all students who wish to learn Filipino, is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

BASIC TEXTS AND TEACHING GUIDES

Learn Filipino: Book 1, Magsimba, 2004.

Sining ng Wika at Pagbasa, Phoenix, 2006.

FILIPINO 3-4 (2397, 2398)

Grade level: 8–12

Prerequisites: At least a C grade or equivalent in Filipino 1-2; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Filipino 1-2. It is a continuation of the introductory course and is intended to extend students' facility in the major skills. Reading receives increasing attention, although continuing emphasis is placed on developing the ability to speak with fluency and accuracy. Cultural appreciation continues to be emphasized.

BASIC TEXTS AND TEACHING GUIDES

Learn Filipino: Book 1, Magsimba, 2004.

Ugnayan 3: Aklat sa Wika at Pagbasa, Vibal, 2001.

SUPPLEMENTAL RESOURCES

Ramos, *Tagalog-English Dictionary*, University of Hawaii Press, 1971.

FILIPINO 5-6 (2403, 2404)**Grade level:** 9–12**Prerequisites:** A grade of C or better in Filipino 3-4; recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:**
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Filipino 3-4. It is a continuation of the preceding course and is intended to increase students' proficiency. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES*Learn Filipino: Book 2*, Magsimba, 2007.*Ugnayan 4: Aklat sa Wika at Pagbasa*, Vibal, 2001.**SUPPLEMENTAL RESOURCES**Ramos, *Tagalog Dictionary*, University of Hawaii Press, 1971.

FILIPINO 7-8 (2405, 2406)**Grade level:** 10–12**Prerequisites:** At least a C grade or equivalent in Filipino 5-6, recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:**
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Filipino 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. A limited number of simple literary works, selected articles from periodicals, essays, and other narratives of general interest may be used as the basis for continued development of literacy and language skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

FILIPINO 7-8 HONORS (2399, 2400)**Grade level:** 10–12**Prerequisites:** At least a C grade or equivalent in Filipino 5-6, recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:**
Elective

COURSE DESCRIPTION

Filipino 7-8 Honors is a highly rigorous course designed for students who have successfully completed Filipino 5-6 and wish to continue their studies of Filipino language and literature at an advanced level.

This college-level course requires extensive reading of literature and academic writing beyond what would be expected in the standard Filipino 7-8 course. This accelerated program is both contextually rich and cognitively demanding. The course uses a communicative approach that provides opportunities for students to use the second language appropriately in a range of authentic social and academic contexts and for a variety of purposes. There is an emphasis on research and academically challenging oral projects. Through the study of a variety of texts selected for this course, students will develop critical thinking skills and enhance their cultural perspectives of diverse peoples around the world.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

FRENCH 1-2 (2001, 2002)**Grade level:** 7–12**Prerequisites:** None**Course duration:** One year**Subject area in which graduation credit is given:**
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This introductory course, open to all students who wish to learn the French language, is intended to develop limited

facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

BASIC TEXTS AND TEACHING GUIDES

Schmitt and Lutz, *Bon Voyage 1*, chapters 1-7, Glencoe McGraw-Hill, 2002.

FRENCH 3-4 (2003, 2004)

Grade level: 8-12

Prerequisites: At least a C grade or equivalent in French 1-2; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed French 1-2. It is a continuation of the introductory course and is intended to extend students' facility in literacy and language skills. Reading receives increasing attention, although continuing emphasis is placed on developing the ability to speak with fluency and accuracy. Cultural appreciation also continues to be emphasized.

BASIC TEXTS AND TEACHING GUIDES

Schmitt and Lutz, *Bon Voyage 1*, chapters 8-15, Glencoe McGraw-Hill, 2002.

FRENCH 5-6 (2005, 2006)

Grade level: 9-12

Prerequisites: A C grade or better in French 3-4; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 2005C, 2006C

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully

completed French 3-4. It is a continuation of the preceding course and is intended to increase students' proficiency. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Schmitt and Lutz, *Bon Voyage 2*, Glencoe McGraw-Hill, 2002.

FRENCH 7-8 (2007, 2008)

Grade level: 10-12

Prerequisites: At least a C grade or equivalent in French 5-6, recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed French 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. A limited number of literary works, selected articles from periodicals, essays, and other narratives of general interest may be used as the basis for continued development of the students' proficiency in literacy and language skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Schmitt and Lutz, *Bon Voyage 3*, Glencoe, 2002.

FRENCH 7-8 HONORS (2033, 2034)

Grade level: 10-12

Prerequisites: At least a C grade or equivalent in French 5-6, recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective, weighted

COURSE DESCRIPTION

Honors Preparatory Course (HP). French 7-8 Honors is a highly rigorous course designed for students who have successfully completed French 5-6 and wish to continue their language studies with the goals of:

- Passing the SAT subject test in French with a score of 450 or higher
- Preparing to enroll in AP French Language 1-2
- Studying French language and literature at an advanced level

This college-level course requires extensive reading of literature and academic writing beyond what would be expected in the standard French 7-8 course. This accelerated program is both contextually rich and cognitively demanding. The course uses a communicative approach that provides opportunities for students to use the second language appropriately in a range of authentic social and academic contexts and for a variety of purposes. There is an emphasis on research and academically challenging oral projects. Through the study of a variety of texts selected for this course, students will develop critical thinking skills and enhance their cultural perspectives of diverse peoples around the world.

BASIC TEXTS AND TEACHING GUIDES

Schmitt and Lutz, *Bon Voyage 3*, Glencoe, 2002.

FRENCH 9-10 (2009, 2010)

Grade level: 11–12

Prerequisites: At least a C grade or equivalent in French 7-8; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed French 7-8. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. Literary works, including plays, novels, short stories, and poetry, as well as other kinds of narrative and expository material of general interest, may be used as the basis for the continued development of students' proficiency in literacy and

language skills. Emphasis on fluency and cultural appreciation continues.

BASIC TEXTS AND TEACHING GUIDES

Balas, *Qu'est-ce Qui Se Passe?*, Houghton Mifflin, 1984.

FRENCH 9-10 ADVANCED (2046, 2047)

Grade level: 11–12

Prerequisites: At least a C grade or equivalent in French 7-8 Honors or French Language 1-2 AP, recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

College Preparatory Course (P). French 9-10 Advanced is a rigorous college preparatory course designed for students who have successfully completed French 7-8 Honors or AP French Language 1-2 and wish to continue their language studies with the goals of:

- Passing the SAT subject test in French with a score of 450 or higher
- Preparing to enroll in AP French Language 1-2 or AP Literature 1-2
- Studying French language and literature at an advanced level

Students will examine in greater depth topics and themes presented in the standard French 9-10 course. They will continue to work in a literature-based, accelerated program that remains contextually embedded and cognitively demanding. Through their study and analysis of literature selected for this course, students will engage in higher-level thinking skills through listening, viewing, speaking, reading, and writing activities that are culturally rich and intellectually challenging.

BASIC TEXTS AND TEACHING GUIDES

Balas, *Qu'est-ce Qui Se Passe?*, Houghton Mifflin, 1984.

Steele, *L'Express: Ainsi Va la France*, National Textbook, 1985.

Sturges and Herbst, *Une Fois Pour Toutes*, Scott Foresman, 1993.

FRENCH 11-12 (2011, 2012)**Grade level:** 12**Prerequisites:** At least a C grade or equivalent in French 9-10; recommendation of teacher.**Course duration:** 1 year**Subject area in which graduation credit is given:**
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed French 9-10. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. Reading materials, including surveys of the history, civilization, and culture of peoples who speak the world language, as well as works of literature in the world language, may be used as the basis for continued development of students' proficiency in the four skills. Fluency and cultural appreciation continue to be emphasized.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

FRENCH 11-12 ADVANCED (2048, 2049)**Grade level:** 12**Prerequisites:** At least a C grade or equivalent in French 9-10 Advanced, French Language 1-2 AP, or French Literature 1-2 AP; recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:**
Elective

COURSE DESCRIPTION

French 11-12 Advanced is a rigorous college preparatory course designed for students who have successfully completed French 9-10 Advanced, French Language 1-2 AP, or French Literature 1-2 AP and wish to continue their language studies with the goals of:

- Preparing for advanced language study at the university level
- Preparing for university-level study in a foreign country
- Developing specialized vocabulary such as business language, medical terminology, or language for scientific research

Students will be expected to read and write fluently in the language in order to complete, at a high level of competence, cognitively demanding tasks that are contextually reduced and presented at a level appropriate for native speakers of the language. Students will be expected to identify areas of personal interest and to pursue extensive study and research in these areas to produce work that reflects the academic rigor of this course.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

FRENCH LANGUAGE 1-2 ADVANCED PLACEMENT (2013, 2014)**Grade level:** 10–12**Prerequisites:** French 5-6 or higher; B average or higher; recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:**
Elective; weighted (see note below)

COURSE DESCRIPTION

Honors Preparatory Course (HP). This course is designed for students who wish to pursue the equivalent of a third-year college-level course in advanced composition and conversation. Course content reflects intellectual interests shared by students and teacher in the arts, history, current events, literature, culture, and sports. The course stresses oral skills, composition, and grammar and emphasizes the use of language for active communication. Language skills are applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of the Advanced Placement language course. Multicultural awareness is developed.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDESAmiry, *Barron's AP French*, Barron's Educational, 1998.Muyskens, *Bravo!* Heinle & Heinle, 2002.

FRENCH LITERATURE 1-2 ADVANCED PLACEMENT (2019, 2020)

Grade level: 10–12

Prerequisites: French 5-6 or higher; B average or higher; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective; weighted (see note below)

COURSE DESCRIPTION

Honors Preparatory Course (HP). This course is designed for students who wish to pursue the equivalent of a third-year college-level course in literature. The course stresses proficiency in language skills and the analysis of selected literary works from the countries where the language is spoken. Students read several representative works, including one or more full-length works from each author designated on the Required Authors List published annually in the *Advanced Placement Course Description Guide*. In addition, students study works by other authors representing a variety of genres, historical periods, and geographical areas. Students read works that are representative of the central themes and perceptions of each author. Excerpts from longer works should be read in conjunction with, not instead of, a complete novel or play. Students learn to formulate and express critical opinions and judgments orally and in writing. The interrelationship between literature and culture is developed. The major outcomes for the course are based on guidelines from the College Entrance Examination Board.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive unweighted credit. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Roudiez, *Contemporary French Literature: Essays* by Justin O'Brien, Rutgers University Press, 1971.

GERMAN 1-2 (2051, 2052)

Grade level: 7–12

Prerequisites: None

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

College Preparatory Course (P). This introductory course, open to all students who wish to learn German, is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

BASIC TEXTS AND TEACHING GUIDES

Kraft, *Deutsch Aktuell 1*, EMC/Paradigm, 1998.

GERMAN 3-4 (2053, 2054)

Grade level: 8–12

Prerequisites: At least a C grade or equivalent in German 1-2; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed German 1-2. It is a continuation of the introductory course and is intended to extend students' facility in literacy and language skills. Reading receives increasing attention, although continuing emphasis is placed on developing the ability to speak with fluency and accuracy. Cultural appreciation also continues to be emphasized.

BASIC TEXTS AND TEACHING GUIDES

Kraft, *Deutsch Aktuell 2*, EMC/Paradigm, 1998.

GERMAN 5-6 (2055, 2056)

Grade level: 9–12

Prerequisites: A C grade or better in German 3-4; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 2055C, 2056C
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COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed German 3-4. It is a continuation of the preceding course and is intended to increase students' proficiency. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Kraft, *Deutsch Aktuell 3*, EMC/Paradigm, 1999.
Reinert, *German Second and Third Years*, Amsco, 1985.
Schulz, *Lesen, Lachen, Lernen*, Holt, 1982.

GERMAN 7-8 (2057, 2058)

Grade level: 10–12

Prerequisites: At least a C grade or equivalent in German 5-6, recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed German 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. A limited number of literary works, selected articles from periodicals, essays, and other narratives of general interest may be used as the basis for continued development of the students' proficiency in the major skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Annenberg, *Fokus Deutsch: Intermediate German Level 3*, Glencoe, 2000.
Teichert, *Allerlei Zum Besprechen*, McDougal Littell, 1998.

GERMAN 7-8 HONORS (2093, 2094)

Grade level: 10–12

Prerequisites: At least a C grade or equivalent in German 5-6, recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective, weighted

COURSE DESCRIPTION

Honors Preparatory Course (HP). German 7-8 Honors is a highly rigorous course designed for students who have successfully completed German 5-6 and wish to continue their language studies with the goals of:

- Passing the SAT subject test in German with a score of 450 or higher
- Preparing to enroll in AP German Language 1-2
- Studying German language and literature at an advanced level

This college-level course requires extensive reading of literature and academic writing beyond what would be expected in the standard German 7-8 course. This accelerated program is both contextually rich and cognitively demanding. The course uses a communicative approach that provides opportunities for students to use the second language appropriately in a range of authentic social and academic contexts and for a variety of purposes. There is an emphasis on research and academically challenging oral projects. Through the study of a variety of texts selected for this course, students will develop critical thinking skills and enhance their cultural perspectives of diverse peoples around the world.

BASIC TEXTS AND TEACHING GUIDES

Annenberg, *Fokus Deutsch: Intermediate German Level 3*, Glencoe, 2000.
Teichert, *Allerlei Zum Besprechen*, McDougal Littell, 1998.

GERMAN 9-10 (2059, 2060)

Grade level: 11–12

Prerequisites: At least a C grade or equivalent in German 7-8; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed German 7-8. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. Literary works, including plays, novels, short stories, and poetry, as well as other kinds of narrative and expository material of general interest, may be used as the basis for the continued development of students' proficiency in literacy and language skills. Emphasis on fluency and cultural appreciation continues.

BASIC TEXTS AND TEACHING GUIDES

Bansleben, *Perspektiven: Texte der Kultur*, Holt, 1987.
Isaak, *Prosa der Gegenwart*, Langenscheidt, 1985.

GERMAN 9-10 ADVANCED (2095, 2096)

Grade level: 11-12

Prerequisites: At least a C grade or equivalent in German 7-8 Honors or German Language 1-2 AP, recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

German 9-10 Advanced is a rigorous college preparatory course designed for students who have successfully completed German 7-8 Honors or German Language 1-2 AP and wish to continue their language studies with the goals of:

- Passing the SAT subject test in German with a score of 450 or higher
- Preparing to enroll in AP German Language 1-2
- Studying German language and literature at an advanced level

Students will examine in greater depth topics and themes presented in the standard German 9-10 course. They will continue to work in a literature-based, accelerated program that remains contextually embedded and cognitively demanding. Through their study and analysis of literature selected for this course, students will engage in higher-level thinking skills through listening, viewing, speaking, reading, and writing activities that are culturally rich and intellectually challenging.

BASIC TEXTS AND TEACHING GUIDES

Bansleben, *Perspektiven: Texte der Kultur*, Holt, 1987.
Isaak, *Prosa der Gegenwart*, Langenscheidt, 1985.

GERMAN 11-12 (2061, 2062)

Grade level: 12

Prerequisites: At least a C grade or equivalent in German 9-10; recommendation of teacher

Course duration: 1 semester

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed German 9-10. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. Reading materials, including surveys of the history, civilization, and culture of peoples who speak the world language, as well as works of literature in the world language, may be used as the basis for continued development of students' proficiency in literacy and language skills. Fluency and cultural appreciation continue to be emphasized.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

GERMAN 11-12 ADVANCED (2097, 2098)

Grade level: 12

Prerequisites: At least a C grade or equivalent in German 9-10 Advanced or German Language 1-2 AP; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

German 11-12 Advanced is a rigorous college preparatory course designed for students who have successfully completed German 9-10 Advanced or German Language 1-2 AP and wish to continue their language studies with the goals of:

- Preparing for advanced language study at the university level
- Preparing for university-level study in a foreign country
- Developing specialized vocabulary such as business language, medical terminology, or language for scientific research

Students will be expected to work fluently in the language in order to complete, at a high level of competence, cognitively demanding tasks that are presented at a level appropriate for native speakers of the language. Students will be expected to identify areas of personal interest and to pursue extensive study and research in these areas to produce work that reflects the academic rigor of this course.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

GERMAN LANGUAGE 1-2 ADVANCED PLACEMENT (2063, 2064)

Grade level: 10–12

Prerequisites: German 5-6 or higher; B average or higher; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective; weighted (see note below)

COURSE DESCRIPTION

Honors Preparatory Course (HP). This course is designed for students who wish to pursue the equivalent of a third-year college-level course in advanced composition and conversation. Course content reflects intellectual interests shared by students and teacher in the arts, history, current events, literature, culture, and sports. The course stresses oral skills, composition, and grammar and emphasizes the use of language for active communication. Language skills are applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of the Advanced Placement language course. Multicultural awareness is developed.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Moeller, et al., *Kaleidoskop: Kulture, Literatur, und Grammatik*, 6th ed., McDougal Littell, 2002.

ITALIAN 1-2 (2131, 2132)

Grade level: 7–12

Prerequisites: None

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

College Preparatory Course (P). This introductory course, open to all students who wish to learn Italian, is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak with accurate pronunciation and intonation, while fostering an appreciation of the culture.

BASIC TEXTS AND TEACHING GUIDES

Lazzarino, *Prego*, Random House, 1990.

ITALIAN 3-4 (2133, 2134)

Grade level: 8–12

Prerequisites: At least a C grade or equivalent in Italian 1-2; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Italian 1-2. It is a continuation of the introductory course and is intended to extend students' facility in literacy and language skills. Reading receives increasing attention, although continuing emphasis is placed on developing the ability to speak with fluency and accuracy. Cultural appreciation also continues to be emphasized.

BASIC TEXTS AND TEACHING GUIDES

Cioffari, *Graded Italian Reader: Prima Tappa*, D.C. Heath, 1979.

Lazzarino, *Prego*, Random House, 1990.

ITALIAN 5-6 (2135, 2136)**Grade level:** 9–12**Prerequisites:** At least a C grade or equivalent in Italian 3-4; recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:** Elective**COURSE DESCRIPTION**

College Preparatory Course (P). This course is designed for students who have successfully completed Italian 3-4. It is a continuation of the preceding course and is intended to increase students' proficiency. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Cioffari, *Graded Italian Reader: Seconda Tappa*, D.C. Heath, 1984.

ITALIAN 7-8 (2137, 2138)**Grade level:** 10–12**Prerequisites:** At least a C grade or equivalent in Italian 5-6, recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:** Elective**COURSE DESCRIPTION**

This course is designed for students who have successfully completed Italian 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. A limited number of simple literary works, selected articles from periodicals, essays, and other narratives of general interest may be used as the basis for continued development of the students' proficiency in literacy and language skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

JAPANESE 1-2 (2161, 2162)**Grade level:** 7–12**Prerequisites:** None**Course duration:** One year**Subject area in which graduation credit is given:** Elective**COURSE DESCRIPTION**

College Preparatory Course (P). This introductory course, open to all students who wish to learn Japanese, is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

BASIC TEXTS AND TEACHING GUIDES

Peterson and Steverson, *Adventures in Japanese*, Cheng and Tsui, 2001.

JAPANESE 3-4 (2163, 2164)**Grade level:** 8–12**Prerequisites:** At least a C grade or equivalent in Japanese 1-2; recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:** Elective**COURSE DESCRIPTION**

College Preparatory Course (P). This course is designed for students who have successfully completed Japanese 1-2. It is a continuation of the introductory course and is intended to extend students' facility in literacy and language skills. Reading receives increasing attention, although continuing emphasis is placed on developing the ability to speak with fluency and accuracy. Cultural appreciation also continues to be emphasized.

BASIC TEXTS AND TEACHING GUIDES

Peterson, *Adventures in Japanese, Level 2*, Cheng & Tsui, 2004.

JAPANESE 5-6 (2165, 2166)**Grade level:** 9–12**Prerequisites:** At least a C grade or equivalent in Japanese 3-4; recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:**
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Japanese 3-4. It is a continuation of the preceding course and is intended to increase students' proficiency. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Peterson, *Adventures in Japanese*, Level 3, Cheng & Tsui, 2004.

JAPANESE 7-8 (2167, 2168)**Grade level:** 10–12**Prerequisites:** At least a C grade or equivalent in Japanese 5-6, recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:**
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Japanese 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. A limited number of simple literary works, selected articles from periodicals, essays, and other narratives of general interest may be used as the basis for continued development of the students' proficiency in the major skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Peterson, *Adventure in Japanese* 4, Chen and Tsui, 2006.

JAPANESE 7-8 HONORS (2177, 2178)**Grade level:** 10–12**Prerequisites:** At least a C grade or equivalent in Japanese 5-6, recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:**
Elective, weighted

COURSE DESCRIPTION

Honors Preparatory Course (HP). Japanese 7-8 Honors is a highly rigorous course designed for students who have successfully completed Japanese 5-6 and wish to continue their language studies with the goals of:

- Passing the SAT subject test in Japanese with a score of 450 or higher
- Studying Japanese language and literature at an advanced level

This college-level course requires extensive reading of literature and academic writing beyond what would be expected in the standard Japanese 7-8 course. This accelerated program is both contextually rich and cognitively demanding. The course uses a communicative approach that provides opportunities for students to use the second language appropriately in a range of authentic social and academic contexts and for a variety of purposes. There is an emphasis on research and academically challenging oral projects. Through the study of a variety of texts selected for this course, students will develop critical thinking skills and enhance their cultural perspectives of diverse peoples around the world.

BASIC TEXTS AND TEACHING GUIDES

Tohsaku, *YooKoso! Volume II, Continuing with Contemporary Japanese*, Glencoe McGraw-Hill, 2006.

JAPANESE 9-10 (2169, 2170)**Grade level:** 11–12**Prerequisites:** At least a C grade or equivalent in Japanese 7-8 or Japanese 7-8 Honors; recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:**
Elective

COURSE DESCRIPTION

This course is designed for students who have successfully completed Japanese 7-8. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. Literary works, including plays, novels, short stories, and poetry, as well as other kinds of narrative material of general interest, may be used as the basis for the continued development of students' proficiency in the four skills. Emphasis on fluency and cultural appreciation continues.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

LATIN 1-2 (2201, 2202)

Grade level: 7–12

Prerequisites: None

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This introductory course, open to all students, is intended to develop limited proficiency in comprehending and translating selected readings in Latin.

BASIC TEXTS AND TEACHING GUIDES

Jenney, *Jenney's First Year Latin*, Prentice Hall, 1990.
Handford, *Langenscheidt Pocket Latin Dictionary*, Langenscheidt, 1966.

LATIN 3-4 (2203, 2204)

Grade level: 8–12

Prerequisites: At least a C grade or equivalent in Latin 1-2; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Latin 1-2. It is a continuation of the introductory course and is intended to increase

students' proficiency in comprehending and translating Latin involving more extensive vocabulary and more complicated grammatical constructions.

BASIC TEXTS AND TEACHING GUIDES

Jenney, *Jenney's Second Year Latin*, Prentice Hall, 1990.
Handford, *Langenscheidt Pocket Latin Dictionary*, Langenscheidt, 1966.

LATIN 5-6 (2205, 2206)

Grade level: 9–12

Prerequisites: At least a C grade or equivalent in Latin 3-4; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Latin 3-4. It is a continuation of the preceding course and is intended to extend students' proficiency in Latin by reading authors of the classical period.

BASIC TEXTS AND TEACHING GUIDES

Anderson, *The Art of the Aeneid*, Bolchazy-Carducci Publishers, 1989.
Griffin, *Virgil*, Oxford University Press, 1986.
Hines, *Our Latin Heritage, Book III*, Holt, Rinehart & Winston, 1981.
Jenney, *Third Year Latin*, Prentice Hall, 1990.
Trautman, *New College Latin and English Dictionary*, Bantam, 1970.
Vergil's Aeneid, Books I-VI (Pharr's version), Bolchazy-Carducci, 1964.
Handford, *Langenscheidt Pocket Latin Dictionary*, Langenscheidt, 1966.

LATIN 7-8 (2207, 2208)

Grade level: 10–12

Prerequisites: At least a C grade or equivalent in Latin 5-6; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Latin 5-6. It is a continuation of the preceding course and is intended to enrich students' reading proficiency in Latin by studying certain Latin authors in depth.

BASIC TEXTS AND TEACHING GUIDES

Vergil's Aeneid, Books I-VI (Pharr's version), Bolchazy-Carducci, 1964.

Handford, *Langenscheidt Pocket Latin Dictionary*, Langenscheidt, 1966.

LATIN: VERGIL 1-2 ADVANCED PLACEMENT (2209, 2210)

Grade level: 10-12

Prerequisites: At least a C grade or equivalent in Latin 5-6; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective, weighted (see note below)

COURSE DESCRIPTION

Honors Preparatory Course (HP). This course is designed for students who have successfully completed Latin 5-6. It is a continuation of the preceding course and is intended to enrich students' reading proficiency in Latin by studying certain Latin authors in depth. The students will become familiar with classical literature, mythology, history, and geography. The course is designed to help students do well on the AP Latin: Vergil examination.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit, for course 2209U, 2210U. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Vergil's Aeneid, Books I-VI (Pharr's version), Bolchazy-Carducci, 1964.

Handford, *Langenscheidt Pocket Latin Dictionary*, Langenscheidt, 1966.

MANDARIN CHINESE 1-2 (2351, 2352)

Grade level: 7-12

Prerequisites: None

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This introductory course, open to all students who wish to learn Mandarin Chinese, is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

MANDARIN CHINESE 3-4 (2353, 2354)

Grade level: 8-12

Prerequisites: At least a C grade or equivalent in Mandarin Chinese 1-2; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Mandarin Chinese 1-2. It is a continuation of the introductory course and is intended to extend students' facility in literacy and language skills. Reading receives increasing attention, although continuing emphasis is placed on developing the ability to speak with fluency and accuracy. Cultural appreciation also continues to be emphasized.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

MANDARIN CHINESE 5-6 (2355, 2356)

Grade level: 9-12

Prerequisites: At least a C grade or equivalent in Mandarin Chinese 3-4; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Mandarin Chinese 3-4. It is a continuation of the preceding course and is intended to increase students' proficiency. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

MANDARIN CHINESE 7-8 (2357, 2358)

Grade level: 10–12

Prerequisites: At least a C grade or equivalent in Mandarin Chinese 5-6, recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Mandarin Chinese 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. A limited number of simple literary works, selected articles from periodicals, essays, and other narratives of general interest may be used as the basis for continued development of the students' proficiency in the major skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

SPANISH INTRODUCTION 5TH–6TH (2045)

Grade level: 5–6

Prerequisites: None

Course duration: One semester; may also be taught as a six-, nine-, or 12-week portion of an 18-week wheel course. Multiple credit allowed

Subject area in which graduation credit is given:
Does not apply

COURSE DESCRIPTION

This one-semester exploratory course introduces beginning-level students to the study of the Spanish language and the cultures of Spanish-speaking countries. Students enrolled in this course learn basic communication strategies, vocabulary, and pronunciation. Students will be able to engage in simple conversations and dialogues. They will be able to ask and answer basic questions.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

SPANISH 1-2 (2321, 2322)

Grade level: 7–12

Prerequisites: None

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This introductory course, open to all students who wish to learn Spanish, is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

BASIC TEXTS AND TEACHING GUIDES

Gahala et al., *¡En español!*, Level 1, McDougal Littell, 2000.

SPANISH 1A-1B (2301, 2302)

SPANISH 2A-2B (2303, 2304)

SPANISH 1A-1B

Grade level: 7–11

Prerequisites: None

Course duration: One year

Subject area in which graduation credit is given:
Elective

SPANISH 2A-2B

Grade level: 8–12

Prerequisites: Spanish 1A-1B; recommendation of teacher or counselor

Course duration: One year

Subject area in which graduation credit is given:
Elective

Restrictions: Middle schools may not enroll grade 8 students in Spanish 1A-1B without agreement from articulating high schools that Spanish 2A-2B will be available the following year for freshmen.

COURSE DESCRIPTION

Spanish 1A-1B and Spanish 2A-2B are intended as alternatives to Spanish 1-2. The course goals, instructional content, and areas of emphasis are the same. The major difference is that the sequence of Spanish 1A-1B and Spanish 2A-2B encompasses two years of study rather than one. During the two years, students may devote more time to the practice of specific skills and teachers may provide a wider variety and number of learning activities than are possible in Spanish 1-2.

Spanish 1A-1B, open to all students, and Spanish 2A-2B constitute an introductory sequence. The courses are intended to develop limited facility in each of the four skills—listening, speaking, reading, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation.

Note: Spanish 1A-1B and Spanish 2A-2B *do not* meet the University of California's *e* (Languages Other Than English) admission requirement.

BASIC TEXTS AND TEACHING GUIDES

Gahala et al., *¡En español!*, Level 1, McDougal Littell, 2000.

SPANISH 3-4 (2323, 2324)

Grade level: 8–12

Prerequisites: At least a C grade or equivalent in Spanish 1-2; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Spanish 1-2. It is a continuation of the introductory course and is intended to extend students' facility in literacy and language skills. Reading receives increasing attention, although continuing emphasis is placed on developing the ability to speak with fluency and accuracy. Cultural appreciation also continues to be emphasized.

BASIC TEXTS AND TEACHING GUIDES

Gahala et al., *¡En español!*, Level 2, McDougal Littell, 2000.

SPANISH 5-6 (2325, 2326)

Grade level: 9–12

Prerequisites: At least a grade of C or equivalent in Spanish 3-4; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective

Options for Instructional Settings: This course may also be taught in the following settings:

- Cluster: 2005C, 2006C

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Spanish 3-4. It is a continuation of the preceding course and is intended to increase students' proficiency. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Gahala et al., *¡En Español!* Level 3, McDougall-Littell, 2000.

SPANISH 7-8 (2327, 2328)

Grade level: 10–12

Prerequisites: At least a C grade or equivalent in Spanish 5-6, recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Spanish 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. A limited number of simple literary works, selected articles from periodicals, essays, and other narratives of general interest may be used as the basis for continued development of the students' proficiency in literacy and language skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Zayas-Bazán and Bacon, *Conexiones*, Prentice-Hall, 2002.

Kiddle, *Perspectivas: Temas de Hoy*, Holt, Rinehart & Winston, Inc., 1993.

Kupferschmid, *Al Tanto*, Houghton Mifflin, 1991.

Treacy, *Campo Abierto*, Houghton Mifflin, 1984.

Valette, *Album*, D.C. Heath, 1993.

SPANISH 7-8 HONORS (2307, 2308)

Grade level: 10–12

Prerequisites: At least a C grade or equivalent in Spanish 5-6, recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective, weighted

COURSE DESCRIPTION

Honors Preparatory Course (HP). Spanish 7-8 Honors is a highly rigorous course designed for students who have successfully completed Spanish 5-6 and wish to continue their language studies with the goals of:

- Passing the SAT subject test in Spanish with a score of 450 or higher
- Preparing to enroll in AP Spanish Language 1-2
- Studying Spanish language and literature at an advanced level

This college-level course requires extensive reading of literature and academic writing beyond what would be expected in the standard Spanish 7-8 course. This accelerated program is both contextually rich and cognitively demanding. The course uses a

communicative approach that provides opportunities for students to use the second language appropriately in a range of authentic social and academic contexts and for a variety of purposes. There is an emphasis on research and academically challenging oral projects. Through the study of a variety of texts selected for this course, students will develop critical thinking skills and enhance their cultural perspectives of diverse peoples around the world.

BASIC TEXTS AND TEACHING GUIDES

Zayas-Bazán and Bacon, *Conexiones*, Prentice-Hall, 2002.

Kiddle, *Perspectivas: Temas de Hoy*, Holt, Rinehart & Winston, Inc., 1993.

Kupferschmid, *Al Tanto*, Houghton Mifflin, 1991.

Treacy, *Campo Abierto*, Houghton Mifflin, 1984.

Valette, *Album*, D.C. Heath, 1993.

SPANISH 9-10 (2329, 2330)

Grade level: 11–12

Prerequisites: At least a C grade or equivalent in Spanish 7-8; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Spanish 7-8. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. Literary works, including plays, novels, short stories, and poetry, as well as other kinds of narrative material of general interest, may be used as the basis for the continued development of students' proficiency in literacy and language skills. Emphasis on fluency and cultural appreciation continues.

BASIC TEXTS AND TEACHING GUIDES

Couch, *Una Vez Más*, Addison-Wesley, 1982.

Gonzalez, *Literatura Moderna Hispánica*, National Textbook, 1987.

Nassi, *Spanish Three Years*, Amsco, 1988.

SPANISH 9-10 ADVANCED (2309, 2310)**Grade level:** 11–12**Prerequisites:** At least a C grade or equivalent in Spanish 7-8 Honors or Spanish Language 1-2 AP, recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:**
Elective

COURSE DESCRIPTION

Spanish 9-10 Advanced is a rigorous college preparatory course designed for students who have successfully completed Spanish 7-8 Honors or Spanish Language 1-2 AP and wish to continue their language studies with the goals of:

- Passing the SAT subject test in Spanish with a score of 450 or higher
- Preparing to enroll in AP Spanish Language 1-2 or AP Literature 1-2
- Studying Spanish language and literature at an advanced level

Students will examine in greater depth topics and themes presented in the standard Spanish 9-10 course. They will continue to work in a literature-based, accelerated program that remains contextually embedded and cognitively demanding. Through their study and analysis of literature selected for this course, students will engage in higher-level thinking skills through listening, viewing, speaking, reading, and writing activities that are culturally rich and intellectually challenging.

BASIC TEXTS AND TEACHING GUIDESCouch, *Una Vez Más*, Addison-Wesley, 1982.Gonzalez, *Literatura Moderna Hispánica*, National Textbook, 1987.Nassi, *Spanish Three Years*, Amsco, 1988.

SPANISH 11-12 (2331, 2332)**Grade level:** 12**Prerequisites:** At least a C grade or equivalent in Spanish 9-10; recommendation of teacher.**Course duration:** 1 semester**Subject area in which graduation credit is given:**
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Spanish 9-10. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. Reading materials, including surveys of the history, civilization, and culture of peoples who speak the world language, as well as works of literature in the world language, may be used as the basis for continued development of students' proficiency in the four skills. Fluency and cultural appreciation continue to be emphasized.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

SPANISH 11-12 ADVANCED (2311, 2312)**Grade level:** 12**Prerequisites:** At least a C grade or equivalent in Spanish 9-10 Advanced, Spanish Language 1-2 AP, or Spanish Literature 1-2 AP; recommendation of teacher**Course duration:** One year**Subject area in which graduation credit is given:**
Elective

COURSE DESCRIPTION

Spanish 11-12 Advanced is a rigorous college preparatory course designed for students who have successfully completed Spanish 9-10 Advanced, Spanish Language 1-2 AP, or Spanish Literature 1-2 AP and wish to continue their language studies with the goals of:

- Preparing for advanced language study at the university level
- Preparing for university-level study in a foreign country
- Developing specialized vocabulary such as business language, medical terminology, or language for scientific research

Students will be expected to work fluently in the language in order to complete, at a high level of competence, cognitively demanding tasks that are presented at a level appropriate for native speakers of the language. Students will be expected to identify areas of personal interest and to pursue extensive

study and research in these areas to produce work that reflects the academic rigor of this course.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

SPANISH LANGUAGE 1-2 ADVANCED PLACEMENT (2333, 2334)

Grade level: 10–12

Prerequisites: Spanish 5-6 or higher; B average or higher; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective; weighted (see note below)

COURSE DESCRIPTION

Honors Preparatory Course (HP). This course is designed for students who wish to pursue the equivalent of a third-year college-level course in advanced composition and conversation. Course content reflects intellectual interests shared by students and teacher in the arts, history, current events, literature, culture, and sports. The course stresses oral skills, composition, and grammar and emphasizes the use of language for active communication. Language skills are applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of the Advanced Placement language course. Multicultural awareness is developed.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Gatski, *Triangulo*, Wayside, 2000.

Diaz, *Abriendo Paso: Lectura*, Prentice Hall, 2001.

Diaz, *Abriendo Paso: Gramatica*, Prentice Hall, 2001.

SPANISH LITERATURE 1-2 ADVANCED PLACEMENT (2339, 2340)

Grade level: 10–12

Prerequisites: Spanish 5-6 or higher; B average or higher; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given: Elective; weighted (see note below)

COURSE DESCRIPTION

Honors Preparatory Course (HP). This course is designed for students who wish to pursue the equivalent of a third-year college-level course in literature. The course stresses proficiency in language skills and the analysis of selected literary works from the countries where the language is spoken. Students read several representative works, including one or more full-length works from each author designated on the Required Authors List published annually in the *Advanced Placement Course Description Guide*. In addition, students study works by other authors representing a variety of genres, historical periods, and geographical areas. Students read works that are representative of the central themes and preoccupations of each author. Excerpts from longer works should be read in conjunction with, not instead of, a complete novel or play. Students learn to formulate and express critical opinions and judgments orally and in writing. The interrelationship between literature and culture is developed. The major outcomes for the course are based on guidelines from the College Entrance Examination Board.

Note: Students who complete this course successfully but do not sit for the corresponding AP examination will receive *unweighted* credit. See Administrative Procedure 4770, section C.3.

BASIC TEXTS AND TEACHING GUIDES

Martí, *Obra Escogida*, Addison-Wesley Longman, 1982.

García Márquez, *Crónica De Una Muerte Anunciada*, Addison-Wesley Longman, 1996.

García Lorca, *Libro De Poemas*, Lectorum, 1997.

Borges, *Antología Poética*, Lectorum, 1981.

García Márquez, *La Mala Hora*, Lectorum, 1996.

Spanish Concise Dictionary, Harper Collins, 1998.

Anderson, *Literatura Hispanoamericana, Antología e Introducción Histórica*, Holt, 1970.

Abriendo puertas: Tomo I, McDougal Littell, 2003.

Abriendo puertas: Tomo II, McDougal Littell, 2003.

See the Required Authors List from the current *Advanced Placement Course Description Guide*, College Entrance Examination Board.

**SPANISH FOR SPANISH SPEAKERS 1-2
(2345, 2346)**

Grade level: 7–12

Prerequisites: Native or native-like oral fluency in Spanish *and/or* recommendation of teacher or counselor based on a placement assessment

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed to improve students' ability to read and write in Spanish. It is an introductory course that gives students a rich language experience: vocabulary enrichment, primary writing skills, spelling, development of formal writing styles, and reading.

Students participate in cultural activities with themes based on the geography, folklore, and literature of the Spanish-speaking world.

BASIC TEXTS AND TEACHING GUIDES

Nuevas Vistas, Curso de Introducción, Holt, Rinehart and Winston, 2006.

**SPANISH FOR SPANISH SPEAKERS 3-4
(2347, 2348)**

Grade level: 8–12

Prerequisites: Spanish for Spanish Speakers 1-2 *or* recommendation of teacher and/*or* counselor based on placement assessment

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is a continuation of the introductory course Spanish for Spanish Speakers 1-2. It is designed to give students further language experiences as outlined in the introductory course. Emphasis is placed on strengthening students' mastery of literacy and language skills.

Students read and discuss significant literary works to improve oral and written communication skills.

Focus is on using appropriate oral and written language styles in various contexts.

BASIC TEXTS AND TEACHING GUIDES

Nuevas Vistas, Curso Uno, Holt, Rinehart and Winston, 2006.

**SPANISH FOR SPANISH SPEAKERS 5-6
(2349, 2350)**

Grade level: 9–12

Prerequisites: Spanish for Spanish Speakers 3-4 *or* recommendation of teacher or counselor based on placement assessment

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This course is designed for students who have successfully completed Spanish for Spanish Speakers 3-4. The focus of the course is on reading literary works such as plays, novels, short stories, and poetry, as well as other kinds of narrative and expository materials.

BASIC TEXTS AND TEACHING GUIDES

Nuevas Vistas, Curso Dos, Holt, Rinehart and Winston, 2006.

VIETNAMESE 1-2 (2391, 2392)

Grade level: 7–12

Prerequisites: None

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

College Preparatory Course (P). This introductory course, open to all students who wish to learn Vietnamese, is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak with accurate pronunciation and intonation, while fostering an appreciation of the culture.

BASIC TEXTS AND TEACHING GUIDES

*Modern Foreign Language 1-2, Language Proficiency:
The Bridge to Communication*, San Diego City
Schools, 1986, Publication No. II-A-86-18.

Site-adopted materials.

VIETNAMESE 3-4 (2392, 2394)

Grade level: 8-12

Prerequisites: At least a C grade or equivalent in Vietnamese 1-2; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

This course is designed for students who have successfully completed Vietnamese 1-2. It is a continuation of the introductory course and is intended to extend students' facility in literacy and language skills. Reading receives increasing attention, although continuing emphasis is placed on developing the ability to speak with fluency and accuracy. Cultural appreciation also continues to be emphasized.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.

VIETNAMESE 5-6 (2409, 2410)

Grade level: 9-12

Prerequisites: At least a grade of C or equivalent in Vietnamese 3-4; recommendation of teacher

Course duration: One year

Subject area in which graduation credit is given:
Elective

COURSE DESCRIPTION

This course is designed for students who have successfully completed Vietnamese 3-4. It is a continuation of the preceding course and is intended to increase students' proficiency. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC TEXTS AND TEACHING GUIDES

Site-selected materials.