

# WORLD LANGUAGE

The study of world languages in high school not only prepares students for the language requirements in liberal arts colleges, but it also enhances the opportunities for travel, business communications, and cultural understanding beyond high school.

Course Title	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Spanish I	X	X	X	X	X
Spanish II		X	X	X	X
Spanish III			X	X	X
College in the Schools Spanish 1003 (CIS 1003)				X	X
College in the Schools Spanish 1004 (CIS 1004)					X
Am. Sign Language I	X	X	X	X	X
Am. Sign Language II		X	X	X	X
Am. Sign Language III			X	X	X
Am. Sign Language IV				X	X

- World languages can provide insights into understanding our own language better and an appreciation of other people's history, arts, architecture, and literature.
- One year of language study in high school is usually the equivalent of one semester in college. Incoming freshmen at the University of Minnesota (all branches) and most state universities, strongly recommend AT LEAST two years of a single world language through high school curriculum.
- Students who complete 3-4 years of language through their senior year may find themselves better prepared for college language entrance exams or requirements. In fact, many colleges and universities require placement exams for incoming freshmen. If a student has been successful in AT LEAST three consecutive years of a single foreign language while in high school, many times they are able to test out of part of their college/university level foreign language requirements. Since the specifics vary from university to university, students should contact their preferred colleges to learn more about this option.



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## Spanish I A & B

**Course#:** A-S1 (0241) B-S2 (0242) - Year-long course

**Grade Levels:** 8 - 12

**Prerequisites:** None

**Course Description:** This course, as well as other courses in the sequence, is taught primarily in Spanish and is designed to develop all four modalities of communication: listening, speaking, reading, and writing. There is a strong emphasis on the development of good listening and basic speaking skills, and students are required to participate orally every day. Students will study the present tense, the present progressive, the immediate future tense, and the verb “gustar”. Hispanic cultures and customs will be discussed and assessed accordingly. The course begins to prepare students for postsecondary education opportunities by building a base of knowledge to be used in further study.

**Instructional Methods and Assessments:** Instructional methods will align with the National Standards for Foreign Language Education as defined by the American Council on the Teaching of Foreign Languages. A highly interactive approach is applied to the methodology which will include but is not limited to: class/teacher interaction, drill/oral practice, paired activities, small group activities, whole group activities, short written compositions, skits, games, listening exercises including recordings, songs, films, and oral presentations. Technologies which may be utilized by the teacher and or student include but are not limited to: SmartBoards, Chromebooks, Google Drive, Schoology, and other online resources. Assessments include oral and written quizzes and tests, listening and reading comprehension tests, homework which may be assessed for completion and/or accuracy, special projects, and class participation.

**Basis for Student Success:** Strong memory skills and good study habits are important considerations in language study selection. Independent, daily review of vocabulary and grammar concepts is highly recommended.

## Spanish II A & B

**Course#:** A-S1 (0243) B-S2 (0244) - Year-long course

**Grade Levels:** 9 - 12

**Prerequisites:** Students must have passed Spanish I with a minimum grade of 70% for semester 2.

**Course Description:** Spanish II continues to be taught primarily in Spanish and is designed to develop all four modalities of communication: listening, speaking, reading, and writing. There is a strong emphasis on the development of good listening and basic speaking skills, and students are required to participate orally every day. Students will review the basic structures learned in Spanish 1. In addition, they will study the reflexive tense, past tenses, the use of pronouns, and commands. Students will continue their study of Hispanic cultures and customs. There is continued preparation for postsecondary education opportunities through the building of a base of knowledge which would be used in further study.

**Instructional Methods and Assessments:** As in Spanish 1, instructional methods will align with the National Standards for Foreign Language Education as defined by the American Council on the Teaching of Foreign Languages. A highly interactive approach is applied to the methodology which will include but is not limited to: class/teacher interaction, drill/oral practice, paired activities, small group activities, whole group activities,



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short written compositions, skits, games, listening exercises including recordings, songs, films, and oral presentations. Technologies which may be utilized by the teacher and or student include but are not limited to: SmartBoards, Chromebooks, Google Drive, Schoology, and other online resources. Assessments include oral and written quizzes and tests, listening and reading comprehension tests, homework which may be assessed for completion and/or accuracy, special projects, and class participation.

**Basis for Student Success:** Strong memory skills and good study habits are important considerations in language study selection. Independent, daily review of vocabulary and grammar concepts is considered necessary.

## Spanish III A & B

**Course#:** A-S1 (0245) B-S2 (0246) - Year-long course

**Grade Levels:** 10 - 12

**Prerequisite:** Students must have passed Spanish II with a minimum grade of 70% for semester 2.

**Course Description:** Spanish III is taught primarily in Spanish and is designed to continue the development of all four modalities of communication: listening, speaking, reading, and writing. There is a strong emphasis on the development of good listening and basic speaking skills, and students are required to participate orally every day. Students will review some of the more advanced structures learned in Spanish 2. They will study the conditional, future and subjunctive tenses, as well as continue honing the ability to distinguish between different uses of past tenses. Students will continue their study of Hispanic cultures and customs. There is continued preparation for postsecondary education opportunities through the building of a base of knowledge which would be used in further study.

**Instructional Methods and Assessments:** As in Spanish II, instructional methods will align with the National Standards for Foreign Language Education as defined by the American Council on the Teaching of Foreign Languages. A highly interactive approach is applied to the methodology which will include but is not limited to: class/teacher interaction, drill/oral practice, paired activities, small group activities, whole group activities, short written compositions, skits, games, listening exercises including recordings, songs, films, and oral presentations. Technologies which may be utilized by the teacher and or student include but are not limited to: SmartBoards, Chromebooks, Google Drive, Schoology, and other online resources. Assessments include oral and written quizzes and tests, listening and reading comprehension tests, homework which may be assessed for completion and/or accuracy, special projects, and class participation.

**Basis for Student Success:** Strong memory skills and good study habits are important considerations in language study selection. Independent, daily review of vocabulary and grammar concepts is considered necessary.



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## College in the Schools (CIS) Spanish 1003

**Course#:** A-S1 (0247) B-S2 (0248) - Year-long course

**Grade Levels:** 11 - 12

**Prerequisites:** Application submission and approval, teacher recommendation and a second semester grade of a B or higher in Spanish III. Students must also rank in the top 30% of their graduating class to be eligible to enroll.

**Course Description:** This course, offered in cooperation with the University of Minnesota –Twin Cities, awards students University of Minnesota credit upon successful completion. This course will use the same textbook and materials and follow the same coursework used in an equivalent course taught at the University of MN. Students will continue their study of Hispanic culture and advanced grammar concepts. Grammar studies will include but are not limited to double object pronoun use, preterite, imperfect, future, present subjunctive, and perfect tenses. Each chapter students will analyze art, music and literature. This course not only continues developing the four modalities of language: listening, reading, writing and speaking, but also allows students to explore several cultural themes of the Hispanic world. There is a strong emphasis on daily speaking in this course which is taught solely in Spanish.

**Instructional Methods and Assessments:** Instructional methods will align with the University of MN and the National Standards for Foreign Language Education as defined by the American Council on the Teaching of Foreign Languages. A highly interactive approach is applied to the methodology which will include but is not limited to: class/teacher interaction, drill/oral practice, paired activities, small group activities, whole group activities, short written compositions, skits, games, listening exercises including recordings, songs, films, and oral presentations. Technologies which may be utilized by the teacher and or student include but are not limited to: SmartBoards, Chromebooks, Google Drive, Schoology, online daily homework and other online resources. Assessments will include but not be limited to the same as those given by the University of MN and be comprised of oral and written quizzes and tests, listening and reading comprehension tests, homework which may be assessed for completion and/or accuracy, special projects—including both individual and group oral presentations, and class participation.

**Basis for Student Success:** This course is rigorous and requires a willingness to study daily. It is expected that most grammar and vocabulary study and practice occur outside of class and students come prepared every day ready to apply those concepts in communicative practice. Strong memory skills and good study habits are important considerations in language study selection.

**Additional course note:** This is a University of Minnesota course taught in conjunction with MWHS. Students enrolled in this course will be registering as U of MN students and earning U of MN credit based on their overall performance in the class. Therefore students in this class are required to follow U of MN guidelines and policies. While many U of MN policies are similar to MWHS policies, at times they may not be the same. In these instances, we will follow U of MN policy--not MWHS policy.



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## College in the Schools (CIS) Spanish 1004

**Course#:** A-S1 (0239) B-S2 (0240) - Year-long course

**Grade Levels:** 12

**Prerequisites:** Teacher recommendation and University of Minnesota credit earned for College in the Schools Spanish 1003. Students must also rank in the top 30% of their graduating class to be eligible to enroll.

**Course Description:** This course, a continuation of College in the Schools (CIS) 1003, offered in cooperation with the University of Minnesota –Twin Cities, awards students University of Minnesota credit upon successful completion. This course will use the same textbook and materials and follow the same coursework used in an equivalent course taught at the University of MN. Students will continue their study of Hispanic culture and advanced grammar concepts. Grammar studies will include but are not limited to advanced pronoun use, “por” versus “para”, the passive “se”, the present and imperfect subjunctive, past, present, future and conditional perfect tenses. Each chapter students will analyze art, music and literature. This course not only continues developing the four modalities of language: listening, reading, writing and speaking, but also allows students to explore several cultural themes of the Hispanic world. There is a strong emphasis on daily speaking in this course which is taught solely in Spanish.

**Instructional Methods and Assessments:** Instructional methods will align with the University of MN and the National Standards for Foreign Language Education as defined by the American Council on the Teaching of Foreign Languages. A highly interactive approach is applied to the methodology which will include but is not limited to: class/teacher interaction, drill/oral practice, paired activities, small group activities, whole group activities, short written compositions, skits, games, listening exercises including recordings, songs, films, and oral presentations. Technologies which may be utilized by the teacher and or student include but are not limited to: SmartBoards, Chromebooks, Google Drive, Schoology, online daily homework and other online resources. Assessments will include but not be limited to the same as those given by the University of MN and be comprised of oral and written quizzes and tests, listening and reading comprehension tests, homework which may be assessed for completion and/or accuracy, special projects—including both individual and group oral presentations, and class participation.

**Basis for Student Success:** This course is rigorous and requires a willingness to study daily. It is expected that most grammar and vocabulary study and practice occur outside of class and students come prepared every day ready to apply those concepts in communicative practice. Strong memory skills and good study habits are important considerations in language study selection.

**Additional course note:** This is a University of Minnesota course taught in conjunction with MWHS. Students enrolled in this course will be registering as U of MN students and earning U of MN credit based on their overall performance in the class. Therefore students in this class are required to follow U of MN guidelines and policies. While many U of MN policies are similar to MWHS policies, at times they may not be the same. In these instances, we will follow U of MN policy--not MWHS policy.



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## American Sign Language I A & B

**Course#:** A-S1 (0237) B-S2 (0238) - Year-long course

**Grade Levels:** 8 - 12

**Prerequisites:** None

**Course Description:** This is the first course in a sequence in American Sign Language (ASL) and Deaf culture. Students will learn the basics for communication with Deaf individuals. The course is primarily taught in American Sign Language and includes receptive and expressive readiness activities, sign vocabulary, basic rules of facial grammar, finger spelling, conversational behaviors, and various aspects of Deaf culture. Receptive and expressive sign vocabulary building, introductory conversation, and short narratives are featured.

**Instructional Methods and Assessments:** The course activities and lessons require students to use a visual modality for language rather than an auditory (listening) and oral (speaking) modality. Technologies which may be utilized by the teacher and or student include but are not limited to: SmartBoards, Chromebooks, Google Drive, Schoology, online video lessons, Quizlet and other online resources. Assessments include both receptive and expressive tests. For receptive tests, the teacher will sign and students will write the English translation. For expressive tests, students will sign with a partner(s) for the teacher. Other assessments will include formative work (homework), Deaf culture assignments, and class participation.

**Basis for Student Success:** Strong memory skills, participation and good study habits are important considerations in language study selection.

## American Sign Language II A & B

**Course#:** A-S1 (0235) B-S2 (0236) - Year-long course

**Grade Levels:** 9 - 12

**Prerequisites:** Students must have passed American Sign Language I with a minimum grade of 70% for semester 2.

**Course Description:** This is the second course in the sequence of American Sign Language and Deaf culture. Students will continue to learn communication with Deaf individuals. The course is primarily taught in American Sign Language and includes more advanced receptive and expressive activities, sign vocabulary, ASL grammatical structure, finger spelling, conversational behaviors, and various aspects of Deaf culture. Receptive and expressive sign vocabulary building, conversations, short stories and narratives are featured.

**Basis for Student Success:** Strong memory skills, participation and good study habits are important considerations in language study selection.

## American Sign Language III A & B

**Course#:** A-S1 (0233) B-S2 (0234) - Year-long course

**Grade Levels:** 10 - 12

**Prerequisites:** Students must have passed American Sign Language II with a minimum grade of 70% for semester 2.



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**Note:** This course will be offered contingent on the following factors: district funding, adequate number of registrants, and evaluation of the district's ability to continue this offering in subsequent years.

**Course Description:** This is the third course in the sequence of American Sign Language and Deaf culture. Students will continue to learn communication with Deaf individuals. The course is taught in American Sign Language. It includes more advanced receptive and expressive activities, sign vocabulary, ASL grammatical structure, finger spelling, conversational behaviors, and aspects of Deaf culture. Receptive and expressive sign vocabulary building, conversations, short stories and narratives are featured.

**Basis for Student Success:** Strong memory skills, participation and good study habits are important considerations in language study selection.

## American Sign Language IV A & B

**Course#:** A-S1 (0231) B-S2 (0232) - Year-long course

**Grade Levels:** 11 - 12

**Prerequisites:** Students must have passed American Sign Language III with a minimum grade of 70% for semester 2.

**Note:** This course will be offered contingent on the following factors: district funding, adequate number of registrants, and evaluation of the district's ability to continue this offering in subsequent years.

**Course Description:** This is the fourth course in the sequence of American Sign Language and Deaf culture. Students will continue to learn communication with Deaf individuals. The course is taught in American Sign Language. It includes more advanced receptive and expressive activities, sign vocabulary, ASL grammatical structure, finger spelling, conversational behaviors, and aspects of Deaf culture. Receptive and expressive sign vocabulary building, conversations, short stories and narratives are featured.

**Basis for Student Success:** Strong memory skills, participation and good study habits are important considerations in language study selection.

