

IV. The Foreign Language Curriculum

Philosophy

Bedford Public Schools recognize the importance of language learning and believe that all students should be afforded the opportunity to study a foreign language as a part of the core curriculum beginning in our elementary schools and continuing to graduation. Learning to communicate in another language is vital to participation in our global economy. Skills learned in the context of second language acquisition have been shown to contribute to increased cognitive development and to stronger academic performance overall. Specifically, Bedford's foreign language curriculum is based on the guiding principles as presented in *the Massachusetts Foreign Language Curriculum Frameworks*:

- I. All students should become proficient* in at least one language in addition to English by the time they graduate from high school. Students who select modern languages should be able to speak, read, write, and understand the foreign language they study; students who select a classical language should be able to read and understand the foreign language they study. (p. 9)
- II. Language acquisition is a lifelong process. Foreign language programs should begin in elementary school, since language acquisition is more easily accomplished at a young age, and continue beyond grade twelve. (p. 10)
- III. Effective foreign language programs integrate the study of language with the study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science. In this way, foreign language programs create natural links to all other disciplines. (p. 11)
- IV. Assessment of student learning is an integral component of effective foreign language instruction. (p. 12)

As part of the discussions and development of UBDs referenced earlier in this document, the department also developed essential questions that help guide our work across the district.

- Why is it important to be able to communicate in another language?
- Why is it important to understand and respect other cultures?
- Why is it important to understand the workings of a language?

The 3-12 foreign language curriculum is contained in the set of 34 curricular binders. These binders also include common assessments for all classes. Samples of student work, representing a range of performance levels and learning styles, is included in the Student Samples' binder.

Lt. Job Lane Elementary School: FLES Curricular Overview

The FLES program at Lane School has been meticulously detailed in six curricular binders so that every lesson is planned for the entire school year. Before third graders enter Lane School, they are asked to carefully consider the language they would like to study -French or Spanish - so that they can have the opportunity to continue with that language for ten full years. The implementation of foreign language at the third grade provides our students with the opportunity to become lifelong language learners. The Lane School FLES Program implements a curriculum that is based on state and national proficiency guidelines and that allows students to make connections whenever possible to other disciplines.

The 3rd, 4th and 5th Grade Spanish and French curricula are divided into six binders: two binders per grade separated by language. These binders are identical in layout and format as well as material/vocabulary covered. These curricular binders are comprised of: daily lesson plans, UBD formatted units, Special Education accommodations, assessments, worksheets and documentation of the alignment of the foreign language curricular with the Massachusetts Foreign Language Curriculum Frameworks.

The curricular binders are used on a daily basis by the teachers at Lane School to design lessons and to evaluate student performance; they are the primary source of curriculum in lieu of a textbook series. They include units that introduce, reinforce and apply vocabulary, as well as suggestions for teaching expressions and grammar through a multi-method, whole language approach. These units are designed to promote the learning of French and Spanish using methods that are appropriate to the students' cognitive readiness for foreign language learning. The curricular binders can be found in both the Lane School foreign language rooms and in the Program Director's office at the high school.

The following lists the topics covered at each year of study in our elementary language program. Wherever possible, curricular objectives and activities are designed to support work in other academic areas. In some cases, the repetition of topics reflects a commitment to a spiraling curriculum designed to reinforce concepts from earlier years and to welcome students who join our program in Grades 4 or 5.

Course Offerings:	Third Grade French	Third Grade Spanish
	Fourth Grade French	Fourth Grade Spanish
	Fifth Grade French	Fifth Grade Spanish

*Refer to Appendix D for a description of units of study.

John Glenn Middle School: Curriculum Overview

The JGMS foreign language program of study reflects the belief that each student should be given an opportunity to understand other cultures and to communicate in a constantly changing world. The study of foreign language, world cultures, and the history of other people help students develop awareness for societal differences and similarities. We also believe that second language acquisition is an ongoing process requiring considerable time on task and focused on meaningful repetition to ensure that students reach mastery level. Courses in the curriculum at this level are designed to revisit previously learned material at a more sophisticated level as the student moves from elementary to more advanced courses.

Upon entering JGMS, sixth graders may choose either French or Spanish, although they are strongly encouraged to continue studying the language they chose at Lane School. Latin is not offered until the high school level. While all students are enrolled in language classes in keeping with their grade level, students entering JGMS who are new to Bedford may be offered an individualized foreign language experience. Upon registration, a counselor reviews the student's previous foreign language experience (number of years, number of classes per week, etc.), and in collaboration with a foreign language teacher, determines the most appropriate grading policy; i.e., regular grade or Pass/Fail. Students without a foreign language background or without sufficient language skills are often permitted to take their language course at JGMS on a Pass/Fail basis.

The middle school curricular binders are organized by course and contain specific course content and common assessments. These curricular binders can be found at both JGMS and in the Program Director's office at the high school.

Course Offerings:	Sixth Grade French	Sixth Grade Spanish
	Seventh Grade French	Seventh Grade Spanish
	Eight Grade French	Eight Grade Spanish

*Refer to Appendix D for a full description of courses.

Bedford High School: Curriculum Overview

Bedford High School has a one-year foreign language requirement for graduation. The language curricula is diversified, balanced and designed to assist students in reaching articulated levels of performance in all foreign language skills. Instructional strategies are consistent with the school's mission statement and reflect current research in teaching and learning. These strategies and practices are varied and appropriate, engaging students in progressively higher order thinking activities. The use of appropriate technology is incorporated into all areas of instruction.

The high school curricular binders are organized by course and contain specific course content and sample assessments. These curricular binders can be found in the Program Director's office at the high school.

Course Offerings:

French

French I

French II

French III

*This course will not longer be offered as of 2010-2011.

French III-Advanced

*As of 2010-2011, the word "Advanced" will be removed from course title.

French IV

*This course will not longer be offered as of 2010-2011.

French IV-Advanced

*As of 2010-2011, the word "Advanced" will be removed from course title.

French Cinema

*This course is only offered on school years ending with an odd number.

Francophone Identity

*This course is only offered on school years ending with an even number.

A.P. French - Language

*Starting on 2010-2011, this course is only offered on school years ending with an even number.

Spanish

Spanish I

Spanish II

Spanish III

Spanish III-Advanced

Spanish IV

Spanish IV-Advanced

Spanish Cinema

*This course is only offered on school years ending with an odd number.

Stories and Cultures of the Spanish-Speaking World

*This course is only offered on school years ending with an even number.

A.P. Spanish - Language

Latin

Latin I

Latin II

Latin Literature: Prose

*This course is only offered on school years ending with an odd number.

Latin Literature: Poetry

*This course is only offered on school years ending with an even number.

*Refer to Appendix D for a full description of courses

Appendix D: Course Offerings -Program of Studies

Lt. Job Lane Elementary School

FLES Units of Study

Third Grade

-French and Spanish

1. Colors
2. Feelings and emotions
3. Numbers (1-40)
4. Family
5. Food
6. Body parts
7. Animals
8. Mexico/France

Fourth Grade

-French and Spanish

1. Numbers (1-100)
2. Family and House
3. Food
4. Animals
5. Alphabet
6. Weather and Clothes

Fifth Grade

-French and Spanish

1. Numbers (1-1000)
2. School
3. Sports and Activities
4. Clothing and Body Parts
5. Descriptions
6. Food

John Glenn Middle School

JGMS Course Offerings

French: 6th Grade

6th grade French includes the topics found in units 1-3 of the textbook. Students will be able to greet people, use numbers up to 100, tell time, express the date, talk about people's ages, describe the weather and seasons, identify family members and food/drink, conjugate verbs, and work with interrogative and negative sentences. These topics are addressed in three different cultural contexts: meeting people, having a snack in France, and talking about daily activities at home and school. This course uses *Discovering French, Nouveau! Bleu* by McDougal Littell.

Spanish: 6th Grade

6th grade Spanish includes the topics found in units 1 and 2 (chapter 1) of the textbook. Students will be able to greet and introduce each other, say where people are from, exchange phone numbers, say which day it is, express likes, describe others, give others' likes and dislikes, describe clothing, describe family, ask and tell ages, talk about birthdays, give dates, express possession, describe classes and classroom objects, say how often they do something, and discuss obligations. These topics are addressed in four different cultural contexts: Miami, San Antonio, Los Angeles, and Mexico City. This course uses *En Español 1a* by McDougal Littell.

French: 7th Grade

In addition to the following topics, the concept of agreement (subject-verb, noun-adjective) and the conjugation of verbs (faire, aller, venir, avoir, and mettre) are presented at a more sophisticated level. The students will be able to: work with prepositions; describe nouns using colors; identify parts of the house; identify neighborhood places and give directions to them; express events in the near future; use possessive adjectives, emphatic pronouns, and demonstrative adjectives; use jouer a/de

with sports and musical instruments; conjugate IR verbs; make comparisons; and talk about what they are wearing. The students should complete through lesson 24 or 25 by the end of grade 7. They will also do an intensive unit on the geography of France. This course uses *Discovering French, Nouveau! Bleu* by McDougal Littell.

Spanish: 7th Grade

Students will be able to: talk about schedules, ask and tell time, ask questions, say where they are going, request food, discuss plans, sequence events, talk about places and people they know, extend invitations, talk on the phone, say where they are coming from, say what just happened, talk about sports, express preferences, say what they know; make comparisons, describe the weather; discuss clothing and accessories; state an opinion; describe how they feel; say what is happening; identify places; choose transportation; give addresses; request directions; and give instructions. These topics can be found in units 2, 3, and 4 (chapter 1) of the textbook and will be presented in the context of Mexico City, San Juan, and Oaxaca (Mexico). This course uses *En Español 1* by McDougal Littell.

French: 8th Grade

After a brief review of lessons 25-27, the 8th grade students will continue the study of verbs in all three conjugations (both regular and irregular) and four tenses present, imperative, passe compose, and near future. Also they will be able to talk about sports and order food in a restaurant, use the partitive, use avoir idioms, and use direct and indirect object pronouns. They will also study Paris in depth. This course uses *Discovering French, Nouveau! Bleu* and *Discovering French, Nouveau! Blanc* by McDougal Littell.

Spanish: 8th Grade

During this academic year, students will be able to talk about shopping, make purchases, talk about giving gifts, bargain, order food, request the check, talk about food, say where they went, describe their daily routine, talk about grooming, tell others to do something, discuss daily chores, say what people are doing, persuade others, describe a house, negotiate responsibilities, plan a party, describe past activities, express extremes, purchase food, tell what happened, make suggestions to a group, talk about professions, and talk about past events. These topics can be found in units 4, 5, and 6 of the textbook and will be presented in the context of Oaxaca, Barcelona, and Quito. This course uses *En Español 1* by McDougal Littell.

JGMS Grading: Grade vs. Pass/Fail

Students continue the study of the foreign language that began at Lane School in grade 3 (either French or Spanish). Students will have an opportunity to begin study of a new language in grade 9 when they attend Bedford High School. Students entering JGMS who are new to Bedford may have a modified foreign language experience. Upon registration a counselor or registrar will determine the student's past foreign language experience (number of years, number of classes per week, etc.), and in collaboration with a foreign language teacher will determine the most appropriate grading policy.

Students without foreign language background or sufficient language skills will take the course on a Pass/Fail basis. Teachers will create a classroom experience that promotes students' language skills. On the other hand, students taking a foreign language on a Pass/Fail basis are expected to:

- be actively engaged in class in all activities;
- complete work as assigned; and
- seek outside help when needed or requested.

The grading status may be reevaluated at any time throughout the school year and at a minimum at the end of the school year. It is the Foreign Language Department's goal for this to be a temporary status until the student shows adequate progress to be moved to a letter grade. For grade 9 recommendations, it is important to point out that "pass" does not equate to moving up to the next level.

Bedford High School

BHS: Course Offerings

French I Level 3

Prerequisite: None

- This course is designed for those students who have never studied French and who want to begin the study of a second language for the first time. Students will develop the fundamentals of the four linguistic skills of listening, speaking, reading, and writing. Students will also be introduced to various cultural aspects of the Francophone world. Through classroom and laboratory activities, students are exposed to the language and culture. Although no prerequisite skills are required, a willingness to imitate, to role-play, and to participate is essential to developing basic language skills.

French II Level 3

Prerequisite: Successful completion of French I with a grade of 70 or better; and/or Teacher recommendation. Students moving from French I to French II with a grade below 70 will have to complete summer work in order to do so and have teacher recommendation.

- Conducted primarily in French, this course will develop the student's ability to communicate in French about everyday situations through classroom and laboratory activities. Students electing French II level 3 should have a background in basic listening, speaking, writing, and reading skills in French. These skills will be further developed and strengthened as the student increases his/her vocabulary and knowledge of the French language. Students will continue their study of various aspects of culture in the Francophone world.

French III Level 3 (will not longer be offered as of 2010-2011)

Prerequisite: Successful completion of French II with a grade of 70 or better; or Incoming freshmen with a minimum of four years of French with a grade between 75 and 89 and/or Teacher recommendation.

- Conducted primarily in French, French III is designed for students who have completed two or more years of French and need additional study to master the grammar and vocabulary taught in French II and/or 8th grade French. In this course, students will utilize basic oral and written language skills in an expanded context. Students will continue to improve their ability to comprehend and communicate in French not only through class and laboratory work, but also by

further studying grammar, verb structures, vocabulary, and idiomatic expressions. Students will begin to read a variety of literary selections with discussions in French. Students will continue their study of various aspects of culture in the Francophone world.

French III-Advanced

Level 4

(as of 2010-2011, the word “Advanced” will be removed from title)

Prerequisite: A final grade of 85 or better in French II; or Incoming freshmen with a minimum of four years of French with a grade of 90 or better; and/or Teacher recommendation.

- Conducted in an immersion style, the major goal of this course is to improve the student’s ability to understand spoken French and to communicate in French with greater fluency. French III-Advanced is designed for students who have successfully completed three consecutive years of French and who have mastered and internalized fundamental vocabulary and grammar. Students will continue to master more sophisticated vocabulary and grammatical concepts and will be assigned a substantial amount of written work. Students will improve oral, aural, writing, and reading proficiencies through language laboratory work, reading literary excerpts, classroom discussion, and compositions. Students will continue their study of various aspects of culture in the Francophone world.

French IV

Level 3

(will not longer be offered as of 2010-2011)

Prerequisite: Completion of French III, level 3 with a passing grade; A final grade of 60-79 in French III-Advanced, level 4; and/or Teacher recommendation.

- Conducted primarily in French, French IV level 3 sharpens students’ previously learned skills through more complex communication in the language. In this course students will solidly review previously learned concepts, increase cultural understanding of the Francophone world, and learn more advanced structures and vocabulary. Students will read and discuss various literary selections in the target language. Writing and listening skills will receive close attention through classroom exchanges and laboratory work. Individual and group projects are emphasized.

French IV-Advanced

Level 4

(as of 2010-2011, the word “Advanced” will be removed from title)

Prerequisite: Completion of French III-Advanced, level 4, with a final grade of 80 or better; A final grade of 90 or better in French III level 3; and/or Teacher recommendation.

- Conducted in an immersion style, this course increases the student’s proficiency in French through a thorough review of verb tenses and grammatical structures. Students will also learn several new tenses and idiomatic expressions. French IV-Advanced is a complete grammatical review coordinated with the development of listening, speaking, writing, and reading skills. Since emphasis is placed on oral communication, perfection of pronunciation, and greater facility in speaking, language use becomes more natural. Students are able to provide spontaneous answers to a variety of situations and sustain conversations in the target language. Literary selections, songs, audio selections, and film will be studied and used for discussions, writing, and cultural study of the Francophone world.

French Cinema

Level 4 / Level 5

***This course is only offered on school years ending with an odd number.**

Prerequisites for Level 4: Successful completion of French IV-level 3 with a grade of 70 or better; and/or Teacher recommendation.

Prerequisites for Level 5: Completion of French IV-Advanced or A.P. French; or Completion of Francophone Identity and Culture; and/or Teacher recommendation.

- Conducted in an immersion style, students will learn about the history and culture of French-speaking countries through the medium of film. Students will watch films of the French-speaking world set in North America, Africa, Asia and France. Movies viewed in class will provide a context in history and culture as well as language. In preparation for watching the films, students will study the historical/cultural information that provides the backdrop of the settings of the films. Lessons will require higher-level thinking skills such as expressing opinion, analyzing, predicting, and comparing and contrasting in the target language. Students will continue to master more sophisticated vocabulary and grammatical concepts and will be assigned a substantial amount of written work. Students will improve oral, aural, written, and reading proficiencies.

Francophone Identity and Culture Level 4/Level 5

***This course is only offered on school years ending with an even number.**

Prerequisites for Level 4: Successful completion of French IV-level 3 with a grade of 70 or better; and/or Teacher recommendation.

Prerequisites for Level 5: Completion of French IV-Advanced or A.P. French; or Completion of French Cinema; and/or Teacher recommendation.

- This course is offered to students who have completed their study of the major grammatical concepts of the French language and are looking to improve their written and spoken expression of French without intense grammar review. This course will examine identity development from the perspective of people from many different francophone backgrounds while comparing them to our own cultural and personal identity development. A variety of authentic French texts will be used in this course including short stories, film, poetry, blogs, books and music. Lessons require such higher level thinking skills as expressing opinion, analyzing, predicting, and comparing and contrasting in the target language. Individual and group project work and presentations are emphasized. Language use becomes more natural because students are required to speak only in French and are asked to participate in a variety of oral exercises to increase fluency and spontaneous speech.

A.P. French –Language Level 5

(starting on 2010-2011, this class will be offered on school years ending with an even number)

Prerequisite: Completion of French IV-Advanced level 4 with a final grade of 85 or better; Completion of French Cinema or Francophone Culture and Identity with a final grade of 90 or better; AND Teacher and Program Administrator recommendations.

This is a College Level Course

- Conducted only in French, this course develops greater fluency in the spoken language and reinforces advanced grammatical concepts. Advanced Placement French prepares students for the A.P. French Language exam, by exposing them to a variety of authentic language through French music, films, articles and literature hence emphasizing listening, speaking, reading, and writing skills. This course includes a comprehensive grammar review needed to prepare for the A.P. Language exam. Student will read and discuss French literature as well as articles on contemporary issues enhancing the study of the Francophone world. Lessons require such higher level thinking skills as expressing opinion, analyzing, predicting, and comparing and contrasting in the target language.

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Spanish I Level 3

Prerequisite: None

- This course is designed for those students who have never studied Spanish and who want to begin the study of a second language for the first time. Students will develop the fundamentals of the four linguistic skills of listening, speaking, reading, and writing. Students will also be introduced to various cultural aspects of the Spanish-speaking world. Through classroom and laboratory activities, students are exposed to language and culture. Although no prerequisite skills are

required, a willingness to imitate, to role-play, and to participate is essential to developing basic language skills.

Spanish II Level 3

Prerequisite: Successful completion of Spanish I with a grade of 70 or better; and/or Teacher recommendation. Students moving from Spanish I to Spanish II with a grade below 70 will have to complete summer work in order to do so and have teacher recommendation.*

- Conducted primarily in Spanish, this course will develop the student's ability to communicate in Spanish about everyday situations through classroom and laboratory activities. Students electing Spanish II level 3 should have a background in basic listening, speaking, writing, and reading skills in Spanish. These skills will be further developed and strengthened as the student increases his/her vocabulary and knowledge of the Spanish language. Students will continue their study of various aspects of culture in the Spanish-speaking world.

Spanish III Level 3

Prerequisite: Successful completion of Spanish II with a grade of 70 or better; or Incoming freshmen with a minimum of four years of Spanish with a grade between 75 and 89; and/or Teacher recommendation

- Conducted primarily in Spanish, Spanish III is designed for students who have completed two or more years of Spanish and need additional study to master the grammar and vocabulary taught in Spanish II and/or 8th grade Spanish. In this course, students will utilize basic oral and written language skills in an expanded context. Students will continue to improve their ability to comprehend and communicate in Spanish not only through class and laboratory work, but also by further studying grammar, verb structures, vocabulary, and idiomatic expressions. Students will begin to read a variety of literary selections with discussions in Spanish. Students will continue their study of various aspects of culture in the Spanish-speaking world.

Spanish III-Advanced Level 4

Prerequisite: A final grade of 85 or better in Spanish II; or Incoming freshmen with a minimum of four years of Spanish with a grade of 90 or better; and/or Teacher recommendation.

- Conducted in an immersion style, the major goal of this course is to improve the student's ability to understand spoken Spanish and to communicate in Spanish with greater fluency. Spanish III-Advanced is designed for students who have successfully completed three consecutive years of Spanish and who have mastered and internalized fundamental vocabulary and grammar. Students will continue to master more sophisticated vocabulary and grammatical concepts and will be assigned a substantial amount of written work. Students will improve oral, aural, writing, and reading proficiencies through language laboratory work, reading literary excerpts, classroom discussion, and compositions. Students will continue their study of various aspects of culture in the Spanish-speaking world.

Spanish IV Level 3

Prerequisite: Completion of Spanish III, level 3 with a passing grade; A final grade of 60-79 in Spanish III-Advanced, level 4; and/or Teacher recommendation.

- Conducted primarily in Spanish, Spanish IV level 3 sharpens students' previously learned skills through more complex communication in the language. In this course students will solidly review previously learned concepts, increase cultural understanding of the Spanish-speaking world, and learn more advanced structures and vocabulary. Students will read and discuss various literary selections in the target language. Writing and listening skills will receive close attention through classroom exchanges and laboratory work. Individual and group projects are emphasized.

Spanish IV-Advanced Level 4

Prerequisite: Completion of Spanish III-Advanced, level 4, with a final grade of 80 or better; A final grade of 90 or better in Spanish III, level 3; and/or Teacher recommendation.

- Conducted in an immersion style, this course increases the student's proficiency in Spanish through a thorough review of verb tenses and grammatical structures. Students will also learn several new tenses and idiomatic expressions. Spanish IV-Advanced is a complete grammatical review coordinated with the development of listening, speaking, writing, and reading skills. Since emphasis is placed on oral communication, perfection of pronunciation, and greater facility in speaking, language use becomes more natural. Students are able to provide spontaneous answers to a variety of situations and sustain conversations in the target language. Literary selections, songs, audio selections, and film will be studied and used for discussions, writing, and cultural study of the Spanish-speaking world.

Spanish Cinema Level 4/Level 5

***This course is only offered on school years ending with an odd number.**

Prerequisites for Level 4: Successful completion of Spanish IV-level 3 with a grade of 70 or better; and/or Teacher recommendation.

Prerequisites for Level 5: Completion of Spanish IV-Advanced or A.P. Spanish; or Completion of Spanish Stories and Culture of the Spanish-Speaking World; and/or Teacher recommendation.

- Conducted in an immersion style, students will learn about the history and culture of Spanish-speaking countries through the medium of film. Students will watch films of the Spanish-speaking world set in North America, Latin America, and Spain. Movies viewed in class will provide a context in history and culture as well as language. In preparation for watching the films, students will study the historical/cultural information that provides the backdrop of the settings of the films. Lessons will require higher-level thinking skills such as expressing opinion, analyzing, predicting, and comparing and contrasting in the target language. Students will continue to master more sophisticated vocabulary and grammatical concepts and will be assigned a substantial amount of written work. Students will improve oral, aural, written, and reading proficiencies.

Stories and Cultures of the Spanish-Speaking Level 4/Level 5

***This course is only offered on school years ending with an even number.**

Prerequisites for Level 4: Successful completion of Spanish IV-level 3 with a grade of 70 or better; and/or Teacher recommendation.

Prerequisites for Level 5: Completion of Spanish IV-Advanced or A.P. Spanish; or Completion of Spanish Cinema; and/or Teacher recommendation.

- Conducted in an immersion style, students are exposed to a variety of topics related to the artistic and cultural realms (traditional and contemporary) of the Spanish-speaking world. Students will read a selection of short stories and analyze works of art that highlight historical and cultural events. Lessons will require higher-level thinking skills such as expressing opinion, analyzing, predicting, and comparing and contrasting in the target language. Students will continue to master more sophisticated vocabulary and grammatical concepts and will be assigned a substantial amount of written work. Students will improve oral, aural, written, and reading proficiencies.

Prerequisite: Completion of Spanish IV-Advanced level 4 with a final grade of 85 or better; Completion of Spanish Cinema or Spanish Stories and Culture of the Spanish-Speaking World with a final grade of 90 or better; AND Teacher and Program Administrator recommendations

- Conducted only in Spanish, this course develops greater fluency in the spoken language and reinforces advanced grammatical concepts. Advanced Placement Spanish prepares students for the A.P. Spanish Language exam, by exposing them to a variety of authentic language through Spanish music, films, articles and literature hence emphasizing listening, speaking, reading, and writing skills. This course includes a comprehensive grammar review needed to prepare for the A.P. Language exam. Student will read and discuss Spanish literature as well as articles on contemporary issues enhancing the study of the Spanish-speaking world. Lessons require such higher level thinking skills as expressing opinion, analyzing, predicting, and comparing and contrasting in the target language.

- This course is designed to develop reading ability in the target language and increase understanding and appreciation of Classical literature, history, and culture, with an emphasis on Roman epic and lyric poetry. Students read and discuss selections from the works of Catullus, Ovid, and Vergil. Through these texts, selected grammar topics and vocabulary are also introduced and reinforced. This course may be taken immediately after Latin II or after Latin Literature: Prose.

BHS: Level Descriptions

As presented on the BHS Program of Studies Catalog, the Leveling Rubric on the following pages is intended as a guide in making decisions about the appropriate placement of students at each stage of their intellectual development. All levels are designed to meet students where they are and challenge them conceptually, build their skills, and deepen and broaden their content knowledge and understanding.

BHS Leveling Rubric

	Level 5	Level 4	Level 3	Level 2
General Descriptor: Student	Fully independent (self motivated) learner Pro-Active Learner <ul style="list-style-type: none"> Self-Initiates Self-Directs Self-Evaluates Currently demonstrates <i>Above Grade Level</i> <ul style="list-style-type: none"> Reading Skills Writing Skills Cognitive Ability (Critical Thinking) Thrives in an independent learning environment.	Capable of independent learning May need guidance in Goal-Setting Engaged/Active Learner, but benefits from support in initiative, direction, and evaluation Currently demonstrates <i>At or Above Grade Level</i> <ul style="list-style-type: none"> Reading Skills Writing Skills Cognitive Ability (Critical Thinking) Thrives in a guided learning environment.	Learner benefits from structure and organization Remediation may be necessary <ul style="list-style-type: none"> Reading Skills Writing Skills Cognitive Ability (Critical Thinking) Thrives in a directed learning environment	Learner benefits from structure and organization Remediation will be necessary <ul style="list-style-type: none"> Reading Skills Writing Skills Cognitive Ability (Critical Thinking) Thrives in a directed learning environment.
General Descriptor: Course	Instructional content is extensive AND intensive (significant amount of supplemental outside reading at college-level) <ul style="list-style-type: none"> Conceptual difficulty at college level Independent inquiry is expected 	Instructional content is extensive with differentiated instruction and assessments used to improve student performance and assist student mastery of educational objectives <ul style="list-style-type: none"> Conceptual difficulty at or above grade-level 	Instructor guided-learning and goal-setting with a focus on the development organizational/learning skills in the content area <ul style="list-style-type: none"> Conceptual difficulty at grade level Accommodations/adaptations of instructional content and delivery to focus on individuated learning and development of learning skills and strategies to "facilitate success"	Instructor guided-learning and goal-setting with a focus on the development organizational/learning skills in the content area <ul style="list-style-type: none"> Conceptual difficulty at or below grade level Accommodations/adaptations of instructional content and delivery to focus on individuated learning and development of learning skills and strategies to "facilitate success"
Toolbox Metaphor	<i>The student enters the classroom with a full "toolbox" (skills, motivation, maturity) anticipating a challenge (demands to be challenged). This student is fully engaged in the task at hand and initiates independent inquiry to add to his or her depth of understanding.</i> If students are placed appropriately, this is a very rich learning environment with the teacher acting as facilitator.	<i>The student may or may not have a full "toolbox". In some instances, all of the tools are present, but the student needs to be reminded to open the "toolbox" (motivation/initiative). In other cases, the student has strengths in utilizing some tools, but needs a little help with others.</i> Appropriately placed in the 9 th or 10 th grade, this student will hone his or her skills and potentially move to level 5.	<ul style="list-style-type: none"> "tools" are missing skill development is lagging and needs to be taught and reinforced skills are present, but organization is an impediment to success student has a disability and needs the opportunity to approach the task at hand differently 	<ul style="list-style-type: none"> "tools" are missing skill development is lagging and needs to be taught and reinforced skills are present, but organization is an impediment to success student has a disability and needs the opportunity to approach the task at hand differently
Pace of Instruction	A Level 5 course progresses at a very fast pace, covering the greatest	A Level 4 course progresses at a fast pace.	A Level 3 course progresses at a pace that allows for skill development, repetition and	A Level 2 course progresses at a pace that allows for teaching of skills &

	breadth and depth of topics.		practice.	remediation.
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BHS Leveling Rubric Continued

	Level 5	Level 4	Level 3	Level 2
Prior Knowledge	Students are expected to have mastered the skills and thoroughly understood the concepts covered in prior courses. They are expected to have retained this past knowledge, which will generally not be reviewed in the course.	Students are expected to have developed most of the skills and understood most of the concepts covered in prior courses, but the course will include some review of difficult topics that may not have been full retained.	The course is designed to support the learning of students who may not have fully retained the skills and concepts covered in prior courses, which will be reviewed when needed in the course.	The course is designed to support the learning of students who have not fully retained the skills and concepts covered in prior courses, which will be reviewed when needed in the course.
Level of Abstraction	Concepts are often developed in the most abstract and theoretical form.	Concepts are introduced using a balance of abstract and concrete approaches.	Generally, concepts are introduced using a balance of abstract and concrete approaches, with an emphasis on the concrete. Mathematical concepts are introduced in the most concrete form.	Concepts are introduced in the most concrete form, along with carefully selected abstractions.
Level of Independent Idea Apprehension	New ideas are often developed through student investigation with minimal guidance from the teacher.	New ideas are often developed through student investigation with moderate guidance from the teacher.	New ideas are often developed through student investigation with significant guidance from the teacher.	New ideas are often developed through student investigation with significant guidance from the teacher. Ideas are broken down and structures are provided to help students understand them.
Level of Independent Problem Solving	Students will be expected to apply their knowledge to new situations and solve unfamiliar problems.	Students will be expected to solve problems of familiar types and occasionally pursue unfamiliar problems and situations.	Students will usually learn to solve problems through repeated practice on similar problems.	Students will usually learn to solve problems through repeated practice on similar problems.

