MODERN LANGUAGES

The goal of Language studies at Gilman is for students to attain proficiency across three modes of communication: Interpersonal, Interpretive and Presentational. Students will be able to understand, interpret and produce messages in the target language in relation to authentic materials drawn from a variety of backgrounds and contexts. Students will explore level-appropriate aspects of the following themes: World Challenges; Families and Communities; Personal and Public Identities; Contemporary Life and Science; Technology.

- Interpersonal: Students will be able to communicate with each other in speaking or writing using appropriate language depending on context.
- Interpretive: Students will be able to understand the meaning, intention, and tone of authentic written, audio and visual materials.
- Presentational: Students will be able to collaborate or work individually to present and create original, comprehensible and contextually appropriate material for specific audiences.

The Modern Language Department offers students the opportunity to complete their language requirement by choosing between Arabic, Chinese, French, Russian, and Spanish. A student must complete three consecutive years of the same language at the high school level.

Departmental approval (Ms. Trapp) is required for enrollment in an honors or an Advanced Placement course. Completing a summer reading assignment is required for most of these courses. This assignment is due on the first day of school. An assessment of the assignment, either oral or written, will be given in a subsequent class.

Arabic:

ARABIC I
Students in Arabic I develop a strong command of the Arabic script, mastering reading and writing the Arabic letters. Simultaneously, students build a basic conversational competence in spoken Egyptian Arabic, practicing their skills by watching videos and through daily conversations and skits with their classmates. Students develop comprehensive language skills (reading, listening, writing and speaking) through a variety of assignments and hands-on projects that draw on authentic material, introducing students to the richness and diversity of Arab culture. By the end of the year, students are able to express themselves confidently about a variety of topics related to their daily lives.

ARABIC II
In Arabic II students build upon their skills from Arabic I so that they can more fluently speak and write about themselves and their daily lives. Students develop the depth and breadth of their vocabulary through daily conversation practice and hands-on projects based on culturally authentic Arabic materials. Students develop their ability to speak in complex sentences to express and justify their preferences. Students also expand their knowledge of the Arabic root system, using this knowledge to guess new vocabulary and use the Arabic dictionary.

ARABIC III
In Arabic III, students continue developing their formal Arabic skills through reading authentic texts and writing journal entries and essays. An in-depth look at finer points of Arabic grammar allows the class to approach more and more difficult texts, including stories and poems. Students learn the vocabulary and structures necessary to express and defend their opinions. Students continue to engage in classroom speaking activities that remain essential for practicing and developing a wider range of vocabulary; these encompass debates, formal presentations and casual conversation. Students watch music videos, TV serials, and news reports in order to improve their skills listening to a variety of registers of Arabic and to expand their exposure to Arab culture.

ARABIC IV (Honors)
Arabic IV students continue to develop the full range of language skills at a more advanced level, expanding the variety and difficulty of texts and audio-visual materials they encounter. As their exposure to Arabic texts expands, students begin to familiarize themselves with the vocabulary and grammar of formal Arabic, exploring the commonalities and differences between written and spoken varieties of the language. Students also learn to use the Arabic dictionary. Now that students have mastered the basic skills necessary to write essays and letters, they work on writing in an idiomatic Arabic style using good connectors. They are able to discuss a variety of topics, even unfamiliar ones, expressing and justifying their opinions. Students’ understanding of the distinction between formal and colloquial Arabic is further refined; they are able to switch as necessary between the two idioms with minimal mixing. The thematic focus of the course is now driven by the curiosity and interest of the students themselves as they take ownership of their language skills. Students must interact with native Arabic speakers outside of the school community, in person or through the internet, bringing their skills from the classroom into the real world.

Chinese:

CHINESE I
The objective of this course is to enable students to use simple Chinese in common daily settings through studying the fundamentals of Mandarin pronunciation, grammar and character writing. Cultural knowledge related to lessons will be introduced to enrich understanding and generate interest in learning this language.
**CHINESE II**
This course aims to reinforce the fundamental elements that students have learned and to extend the student’s ability to communicate using a variety of language structures. In addition, students will broaden their vocabulary base and will learn to discuss aspects of Chinese culture, such as hospitality and etiquette, cuisine and holidays, in the target language.

**CHINESE III**
This course emphasizes the acquisition of more sophisticated structural and grammatical concepts and idioms. Students refine their skills through activities such as writing stories, performing dialogues, and presenting on cultural topics. The goal is to increase proficiency in spoken and written language.

**CHINESE IV**
Chinese IV students will work on enhancing interpretive skills, both interpersonal and presentational. The course is designed with a cultural framework, including topics such as Chinese holidays, cuisine, lifestyle, education, geography, etc. Students will prepare written responses and oral presentations on a variety of themes and do listening exercises in class. Class discussion will be integrated into each unit.

**CHINESE V**
**AP CHINESE**
This course is a combined course that meets the needs of those in Chinese V, but also prepares AP students to meet the primary learning objectives of the AP exam. Chinese V students will continue honing their interpretive skills, both interpersonal and presentational. Students will prepare written responses and oral presentations at an advanced level on a variety of themes and do advanced listening exercises in class. AP students in the course will learn about a variety of cultural topics, but emphasis will be placed on preparing for the AP exam, in terms of both content and skills. Thematic units follow the Chinese V curriculum, but AP students are expected to acquire extra vocabulary and idioms, as well as apply their skills to authentic materials. AP students will also be tested in a format similar to the AP exam. Chinese V meets 6/10 and AP Chinese meets 7/10 cycle days.

**French – Honors Sequence:**

**INTRODUCTORY FRENCH**
This beginning level course is designed for those students who have had little or no French. This class strives to meet the learning needs of a broad range of students. Along with the use of a traditional textbook, the material presented in class includes very up-to-date online audio and video exercises which the students can also access at home. In class, students will work on learning and mastering the material through a variety of energetic and engaging activities that focus on speaking, listening, reading and writing. Students will learn the present tense, including the command form, of regular and irregular verbs; the passé composé; the alphabet and numbers; time; adjectives and adjective agreement; and vocabulary related to school, family, the home, shopping, eating, and travel. Assessment is based on the students’ performances in the four areas of speaking, listening, reading, and writing.

**FRENCH II**
This course is the standard sequel to the introductory course and is intended for those students who are entering in ninth grade with some preparation. Students will consolidate their knowledge of French grammar, vocabulary, and phonetics through the exploration of thematic material. They will widen their appreciation of, and engagement with, the cultural, political and social particularities of Francophone life. Two principal themes will be: the city (from a broad human geographical perspective) and the environment (from a glocal perspective, drawing on situations from a range of Francophone countries). Students will demonstrate their understanding and ideas through regular, short composition assignments, and conversational and presentational activities appropriate to this level. Underpinning these cultural explorations will be a focus on the key areas of grammar that will enable them to discuss in the longer-term any number of subjects. In particular, a mastery of the pronoun system as well as a deepening and widening of their understanding of tense-aspect-mood in the language will ensure that they are well placed to tackle material in future years. Students will master commonly used core vocabulary, including adverbial expressions, in order to communicate effectively in full sentences across a range of discussion topics. Lastly, the students will improve their accent and intonation with regular recording opportunities being used to measure and celebrate progress across the year.

**FRENCH III**
French III is an intermediate level course, which builds on and sharpens the interpersonal, interpretive, and presentational communication skills that students acquired in French II. The class is conducted almost entirely in French. Students will broaden their cultural base by studying themes and vocabulary that deal with personal relationships, living spaces and family dynamics, media, political and social issues, research and progress. They will also study, compare, and contrast the history and culture of various francophone areas of the world through reading and listening to authentic media. The goal is for students to move beyond concrete topics that deal with the individual to issues important to today’s globalized world. Students will demonstrate the acquisition of grammar and vocabulary through projects, presentations, debate and essays. The process of writing will be stressed as students learn to create more coherent and fluid essays. Orally, students will be able to effectively participate in predictable and concrete exchanges. Along with the class textbook and the accompanying online resources, students will have opportunities to acquire more vocabulary and grammar through songs, poems, short stories, and excerpts from media sources. In February, students watch and discuss “Entre les Murs”, an award winning full length feature film. Required Summer Assignment.
FRENCH IV

French is the primary vehicle for classroom communication in this advanced intermediate class. The focus is on oral communication, which will allow students to further develop their ability to voice their opinions, make cultural comparisons, and express themselves in French. There is a thorough review of verb tenses, both the indicative and the subjunctive mood, along with building a rich vocabulary that includes contemporary slang and conversational expressions gleaned from short stories, poems, music, comic series, Astérix and Tintin, and some feature-length films. Students will acquire an understanding and appreciation of the culture and history of French overseas domains, French Polynesia, and French Indochina. Students will improve their writing skills through the completion of essays, their listening comprehension through movies, short videos, live news reports, and various on-line authentic audio broadcasts, their reading through short stories, news reports, poems, and literary excerpts. Students will watch and discuss four feature-length films: Jean de Florette, Manon des sources, La Haine, and Indochine. Towards the end of the year, each student will choose a francophone country and create a presentation that deals with the culture, history, ecology, and politics of this country. The material taught will vary annually. Juniors who signed up for French IV, may repeat French V for credit. Assessments will include vocabulary quizzes, debates and class discussions, film critiques, oral presentations and essays. Required Summer Assignment.

FRENCH V

The French Woman through the Ages and in the Contemporary World Year -- In this course we will explore the representation of women in the Francophone world. Readings, films, and songs will provide students with opportunities for discussion of women's roles, challenges, and opportunities in the francophone world, and will be the basis upon which we conduct cross-cultural comparisons. We will begin our inquiry by looking at multiple points of view on the properties of the “feminine” and how it relates to the “masculine”. Do the new iPhone advertisements target a specific gender? What does body language reveal about women and men? We will analyze women through thematic lenses, organized into units, including “Rites de passage,” “Les belles rebelles”: la mode et la femme,” and “Les femmes et le pouvoir de l’imagination.” In the second semester, we will study women’s francophone film, advertisements and literature from outside of the “hexagon,” paying particular attention to questions of immigration, feminine identity, and westernization. This is a year-long course and may not be dropped at the end of the semester.

FRENCH V (BMS)

Francophone Culture and Conversation Through Cinema -- This course will concentrate on improving conversational skills through the study of various aspects of French and Francophone cultures and history as represented in the cinema. The course will examine to what extent various cultural aspects of the given Francophone country are accurately represented in each film studied and will also attempt to compare these cultural aspects to current events in the United States and the world. Conversation and vocabulary acquisition will be based on the situations and vocabulary presented in the films. The course will also examine how accurate subtitles are and what is lost in the necessary steps of translating the spoken word into short written sentences that will fit on the screen. Assessments will include vocabulary quizzes, debates and round table discussions, film critiques, oral presentations, and essays.

French – Honors Sequence:

FRENCH II (Honors)

This course builds on students' studies in middle school. Students will advance their knowledge of French grammar, vocabulary, and phonetics. They will widen their appreciation of, and engagement with, the cultural, political and social particularities of Francophone life. Two principal themes will be: the city and the environment. Students will demonstrate their understanding and ideas through regular, short composition assignments, and conversational and presentation activities appropriate to this level. Underpinning these cultural explorations will be a focus on the key areas of grammar that will enable them to discuss in the longer term any number of subjects. In particular, a mastery of the pronoun system as well as a deepening and widening of their understanding of tense-aspect-mood in the language will ensure that they are well placed to tackle material in future years. They will master commonly used core vocabulary, including adverbial expressions, in order to communicate effectively in full sentences across a range of discussion topics. Students will improve their accent and intonation with regular recording opportunities being used to measure and celebrate progress across the year. Lastly, honors students are expected to acquire a wider understanding of stylistic and pragmatic choices in the language. They will learn about the subjunctive mood as well as relative pronouns in order to develop more nuanced and complex writing and speaking. Assessments for honors students are more rigorous and demanding than those for the regular track. Likewise, more is expected of students when it comes to written work, classroom participation, and presentations in terms of quality and quantity.

FRENCH III (Honors)

French III-Honors is the prerequisite for the French AP Language and Culture course. It is an advanced intermediate level course, which builds on and sharpens the interpersonal, interpretive, and presentational communication skills that students acquired in French II. The class is conducted entirely in French and there is greater rigor in terms of the pace of the class and expectations for student work than French III. In contrast to regular French III, Honors students will employ critical thought in comparing and contrasting cultural perspectives and issues that are important to today’s globalized world. Students will continue to improve their listening, speaking, writing and reading skills as they tackle a variety of authentic resources that include short stories, poems, songs, online publications, videos, news broadcasts, and a feature-length film. In projects, presentations, debate and essays, students will demonstrate the acquisition of a variety of advanced grammar and vocabulary. An emphasis will be placed on the process of writing with the goal of students refining their writing skills in order to create more coherent and fluid essays. Required Summer Assignment.
AP FRENCH LANGUAGE
The AP French Language and Culture course is a college-level course intended for students who have demonstrated the enthusiasm and aptitude for material presented in French III Honors or French IV courses. A grade of 86% or higher in these two courses or the approval of the Department Chair is a prerequisite for the AP French Language and Culture course. The course will be conducted entirely in French. Along with a review of advanced grammar using lessons from the workbook, *Cours Supérieur*, students will focus on practicing and gaining confidence in the interpersonal, interpretive and presentational modes of communication. This course takes on an interdisciplinary approach and will be structured around six themes as outlined by the College AP Board: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Using two books recommended by the AP College Board, *Allons au-delà* and *Preparing for the AP Exam*, students will engage in authentic reading and audio sources. They will sharpen their critical communication skills in French and they will make connections between the francophone world and their native culture. After Students take the AP exam at the beginning of May, they will see an award-winning feature length film, “Ridicule”, that takes on an historical theme. They will then create a digital movie based on their choice of a cultural theme studied during the year. Summer reading and assignment are required.

FRENCH SEMINAR (Honors) (RPCS)
This senior elective is designed to introduce advanced students to the formal study of a representative body of literary works in French. Students will examine some of the most intriguing points of intersection between literature (drama, prose and poetry), cinema and history. They will engage in lively discussions, debates and skits based on a variety of themes, such as the nature of the hero/heroine and the reasons protagonists are often forced to adopt a "double identité" while also examining the various aspects of French history and culture that influence these themes. Course material will include French and Francophone works from writers such as Voltaire, Cézanne, Zobel, Maupassant, Molière, Camus and Rostand. Poets may include Baudelaire, Apollinaire, la Fontaine, Senghor and Damas. The class will be conducted in French in a manner which enables students to maintain and increase their already advanced level of fluency. Students will be assessed primarily on reading comprehension, class discussion and oral presentations, and critical essays. Summer reading is required. (Prerequisites: AP French Language or French V)

Russian:

RUSSIAN I (RPCS)
This course introduces the Cyrillic alphabet, the fundamentals of Russian grammar, and vocabulary related to frequently-discussed, everyday topics. All four communication skills (listening, speaking, reading, writing) are used, enabling students to communicate using what they have learned through active class participation. In addition to reading text passages and watching videos from the textbook series, Live from Russia!, students are also exposed to authentic Russian literary works. Students are also strongly encouraged to take part in the Maryland Olympiada of Spoken Russian, an oral language contest held each March.

RUSSIAN II (RPCS)
Students in second-year Russian continue to build on and refine their knowledge of Russian vocabulary and grammar, to the extent that they have begun to exhibit increasingly more instances of multiple-sentence- and paragraph-length discourse, and have also begun to cement their understanding and usage of Russian’s six grammatical cases. In addition to the Live from Russia! textbook series, authentic films, recordings, prose, poetry and newspaper/magazine articles are also used to build proficiency. Students are strongly encouraged to participate in the National Russian Essay Contest in November, as well as the Maryland Olympiada of Spoken Russian in March.

RUSSIAN III (RPCS)
Third-year Russian students are increasingly able to describe both their world and the Russophone world in multiple-sentence- and paragraph-length discourse, and exhibit a much keener linguistic and cultural understanding of how the Russian-speaking world works. Typically, most students have begun to ‘automatize’ their usage of Russia’s six grammatical cases, and are more adept at describing events with respect to proper verbal aspect. This course continues to use the Live from Russia! text series, as well as other authentic literary and cultural resources. Students continue to be encouraged to take part in our state and national Russian language contests.

RUSSIAN IV (Honors) (RPCS)
This course seeks to refine all language skills, with a continued emphasis on higher-level proficiency in Russian. An ongoing grammar review occurs in an environment that places special emphasis on composition and conversation. In addition to continuing their study of Russian with the Live from Russia! series, students integrate their language skills with a broader knowledge of Russian culture through masterpieces of literature and cinema. The Practice AP Prototype exam in February helps to prepare students for the three-hour, Internet-based written AP Prototype examination that they will sit for later in the spring. An additional component of the AP Prototype exam is an ‘oral proficiency interview’ held over the telephone. As during their previous years of study, all students are encouraged to participate in our state and national Russian language contests.
SPANISH I: BEGINNING

This is the first course in the sequence for students who are beginning with Spanish for the first time in the 9th grade. (Note: Most Gilman 9th graders enter with some preparation in Spanish and thus move directly into Spanish II or Spanish II (Honors).) Spanish I is designed to teach beginning students to develop proficiency in listening, speaking, reading and writing in the target language, with an emphasis on developing proper intonation and pronunciation. The course presents meaningful vocabulary which relates to the students’ daily life. Students learn to communicate effectively about familiar topics to them, such as their family, friends, neighborhood, personal interests, and school life. Students in Spanish I focus on mastering the present, present progressive, immediate future tenses, and the simple past. Students will learn about the Spanish-speaking world. They will focus on Mexico, the Caribbean and Central America. This course should inspire students to use their Spanish in meaningful ways. This course will expose and encourage the students to understand differences and appreciate differences of another culture. The students will be exposed to different accents that come from the textbook series. Students practice their Spanish by role-play, writing dialogues, answering questions orally and in writing. This course should allow students to form open ideas about the Latino and Hispanic culture.

SPANISH II

Spanish II is designed for students to continue to develop their oral, aural and written communication skills while deepening their cultural knowledge. Students will explore topics pertinent to today’s globalized world, including health, technology and housing. Through projects, presentations and exposure to level-appropriate authentic resources, students will consider the relevance of these topics to their own lives while simultaneously expanding their knowledge of these issues within the greater context of the Spanish-speaking world. Throughout the course, new vocabulary will be introduced in context, including through short reading selections, original songs and excerpts from local and international media sources. Additional activities will provide students with opportunities to further refine their listening and reading skills. In terms of grammar, students will expand their knowledge of the preterit, examine the uses of the imperfect and focus on the relationship between these two aspects of the past. Towards the end of the course, students will begin to explore the difference between the subjunctive and indicative moods. The process of writing will be stressed as students edit their drafts through a systematic approach of peer review, teacher feedback, and self-correction. Orally, students will be able to effectively participate in straight-forward communicative tasks (ACTFL Intermediate Low range). Students will be assessed on their participation in class, homework, short essays, projects, quizzes and tests.

SPANISH III

Spanish III is designed for students to continue to sharpen their communication skills while broadening their cultural base. Spanish III students will analyze various topics relevant to today’s globalized world, including the environment, urban life, health, the world of work and the arts. Through projects, presentations and exposure to level-appropriate authentic resources, we will consider these topics in relation to students’ immediate lives while at the same time examining these issues within the greater context of the Spanish-speaking world. Throughout the course, new vocabulary and grammar will be introduced in context, including through presentation of short reading selections, original songs and excerpts from local and international media sources. Additional activities will provide students with opportunities to further refine their listening and reading skills. In terms of grammar, the focus will shift towards the subjunctive and imperative moods. Students will also delve further into the perfect tenses in both the indicative and subjunctive moods and the conditional and future tenses. In their writing, students will create more coherent and fluid texts through more sophisticated use of transitional phrases and relative pronouns. The process of writing will be stressed as students will respond to teacher feedback on early drafts and correct their own errors in final drafts. Orally, students will be able to effectively participate in predictable and concrete exchanges (ACTFL Intermediate Low range). Students will be assessed on their participation in class, homework, short essays, projects, quizzes, and tests.

SPANISH IV

Spanish IV is designed for students to continue to sharpen their communication skills while broadening their cultural base. Spanish IV students will analyze various topics relevant to today’s globalized world, including the environment, urban life, health, the world of work and the arts. Through projects, presentations and exposure to level-appropriate authentic resources, we will consider these topics in relation to students’ immediate lives while at the same time examining these issues within the greater context of the Spanish-speaking world. Throughout the course, new vocabulary and grammar will be introduced in context, including through presentation of short reading selections, original songs and excerpts from local and international media sources. Additional activities will provide students with opportunities to further refine their listening and reading skills. In terms of grammar, the focus will shift towards the subjunctive and imperative moods. Students will also delve further into the perfect tenses in both the indicative and subjunctive moods and the conditional and future tenses. In their writing, students will create more coherent and fluid texts through more sophisticated use of transitional phrases and relative pronouns. The process of writing will be stressed as students will respond to teacher feedback on early drafts and correct their own errors in final drafts. Orally, students will be able to effectively participate in predictable and concrete exchanges (ACTFL Intermediate Low range). Students will be assessed on their participation in class, homework, short essays, projects, quizzes, and tests.
SPANISH V: HISPANIC CIVILIZATION

Spanish Civilization is a course that provides an understanding and appreciation of the Spanish-speaking world (Hispanic America, Spain and the U.S.) through language, culture, history, social aspects, literature and art. The units in this course are geographically oriented, and they will focus on individual countries or particular Hispanic groups, as well as specific themes as traditions and values, national identity, personal beliefs, immigration, etc. The topics will make reference to both historic events and current events in order to have a better understanding of the Hispanic World. Writing skills will be practiced by the completion of compositions and short essays, and communication skills will be developed by class discussions, watching movies and short videos, and oral presentations. Students will get familiarized with literary texts, movies, documentaries and periodicals. Structure will be also addressed by reviewing some of the grammar studied in Spanish IV and Honors Spanish III. The new material will cover reflexives with change in meaning, transitional expressions, subjunctive with adverbial and adjective clauses, imperfect subjunctive and Si clauses. We will also explain in more detail the uses for prepositions, relative pronouns, “qué vs. cuál, negative, affirmative and indefinite expressions, and diminutives and augmentatives. Technology will be a key part of this course. Audio and written activities will allow students to practice all the learning skills in class and outside of class. These resources also help the students improve their language skills, especially in terms of listening and understanding written texts. Students will improve their language skills and their understanding of the Hispanic world through the cultural contexts studied in class, as for example: readings on cultural themes, presentations on Hispanic countries and its traditions, famous people in history or at present, everyday things, current events, etc. Students will be provided with authentic materials, as watching films, news broadcasts or TV shows. Spanish is the primary vehicle for classroom communication.

SPANISH V (RPCS)

This course is designed to further students’ progress in the development of the four language skills, while deepening their insight into Hispanic culture through exposure to works by modern writers of the Spanish-speaking world. Some authors include Pablo Neruda, Amado Nervo and Gregorio López y Fuentes. Students study works from artists such as El Greco, Salvador Dalí and Frida Kahlo. In addition, the important concepts of Spanish grammar are reviewed, including the subjunctive, pronouns, commands, and “si” clauses. Students will be assessed using a variety of methods including oral/aural assignments, presentations, dialogues, short compositions, and other displays. Students are expected to participate using the target language.

SPANISH VI: SEMINAR ON LANGUAGE AND CULTURE

The Seminar on Language and Culture is designed for those senior students who wish to continue to deepen their cultural and linguistic understanding of the Spanish-speaking world following AP Spanish Language or Spanish 4 (Civilization). Through study of a series of short and feature-length films, short stories, poems, plays and a short novella, as well as online publications, songs and podcasts, students will be exposed to a wide variety of rich, authentic cultural material from throughout the Spanish-speaking world while at the same time enhancing their reading, listening, and analytical skills. Students will also continue to develop both formal and informal written and spoken registers of Spanish through activities designed specifically to work towards mastery in each of these areas, including class discussions and debates and interactive, student-led lessons. In addition, students will strengthen their research skills via independent and collaborative projects. Course objectives include further stimulating student interest in Spanish and its many representative cultures while preparing students for college-level study in Spanish.

SPANISH VI: HISPANIC WOMEN WRITERS (RPCS)

This senior elective course, conducted in Spanish, will focus on major female authors from Spain and Latin America throughout history. Some of the authors include: Sor Juana Inés de la Cruz, Alfonsina Storni, Julia Alvarez, Isabel Allende, and Esmeralda Santiago. A variety of genres and styles will be explored the first semester. The focus of the second semester will be the contemporary novel. Students will present special projects and write compositions based on the literature. The course is intended to develop proficiency in Spanish through reading, writing, listening and speaking. Students in this class should already have a good command of Spanish grammar. Emphasis is placed on the continued acquisition of vocabulary. Some of the assessments include: oral presentations, individual oral interviews, and short papers comparing and analyzing texts. A variety of technologies, including films and recordings, will be used to aid with the study of the literature. Conversation practice is an integral part of the course.

Spanish – Honors Sequence:

SPANISH II (Honors)

This course is the standard sequel to the honors program in the Gilman Middle School or follows completion of LS02. Study of the basic elements of Spanish is completed. All classes are conducted in Spanish. NOTE: Summer Reading counts for 20% of the first marking period grade. Honors Spanish II builds on previously learned skills and emphasizes increased accuracy. Students will review basic material as agreement in number and gender, adjectives, present tense, past tense, irregular verbs, stem changing verbs, direct and indirect object pronouns, and verbs like gustar. The student will continue their progress toward mastery of that material, as well as begin to work with the imperfect vs. preterit, the future and conditional tenses, the perfect tenses and the subjunctive mood (present and present perfect). Several of the relative pronouns will be practiced too. Students will also learn when and how to appropriately use of commands, both formal and informal. The emphasis on vocabulary expansion and more advanced writing, listening and reading tasks will enable the students to better negotiate communicative tasks. Hispanic American and Spanish Culture is an important aspect in this course. Through the study of Honors Spanish II, students will gain a knowledge and understanding of the cultures and traditions in Hispanic America and in Spain. Students will improve their language skills and their understanding of the Hispanic world through the cultural contexts studied in class, as for example: readings on cultural themes, presentations on Hispanic countries and its traditions, famous people in history or at present, everyday things, current events, etc. Students will be provided with authentic materials, as watching films, news broadcasts or TV shows. Technology will be a key part of this course. Audio and written activities will allow students to practice all the learning skills in class and outside of class. These resources also help the students improve their language skills, especially in terms of listening and understanding written texts. Spanish is the primary vehicle for classroom communication.
SPANISH III (Honors)
Spanish III Honors is designed for students who have successfully completed Spanish II Honors and are looking to continue with the challenge of an honors-level language course with greater rigor in terms of the pace of the class and expectations for student work. The class is taught almost exclusively in Spanish and students are expected to make every effort to interact in Spanish in the classroom. The class is organized around a series of cultural topics, including art, heroes, indigenous tribes, science and technology, women of the Spanish-speaking world and fantasy and imagination. Students will broaden their cultural knowledge while refining their listening and reading skills as they tackle a variety of authentic resources, including short stories, online publications, brief videos and feature-length films. Students will employ critical thought in identifying and appreciating cultural perspectives from the Spanish-speaking world that may be different from their own. Vocabulary development will allow students to discuss personal relations, literature and art, popular culture, the economy, science and technology, daily life, leisure activities and travel. In terms of grammar, students will review the indicative and imperative moods while focusing on key areas of difficulty for non-native speakers, including the Spanish pronoun system, prepositions and the many uses of ‘se’ in Spanish. Students will then move onto the subjunctive mood, reviewing its use in the present tense before working with the imperfect subjunctive and ‘si’ clauses. Throughout the course, the process of writing will be stressed as students will respond to teacher and classmates’ feedback on early drafts of short essays and correct their own errors in final drafts. Students will be assessed on their participation in class, homework, short essays, projects, quizzes, and tests.

AP SPANISH LANGUAGE
The AP Spanish Language and Culture course takes on an interdisciplinary, thematic approach which engages student learning through the in-depth study of six principal themes: Personal and Public Identities, Families and Communities, Contemporary Life, World Challenges, Science and Technology and Beauty and Esthetics. The ultimate goal of the course is for students to be able to understand and make themselves understood in interactions with native speakers of distinct backgrounds in a variety of contexts. To this end, students will engage with authentic resources from throughout the Spanish-speaking world including on-line publications, newscasts, literary texts, essays, podcasts, songs and films. Additionally, student will make comparisons and connections between their native language and culture and that of diverse areas of the Spanish-speaking world, focusing on the products, practices and perspectives of the target cultures. Students will attain and practice multiple learning strategies including the use of context in interpreting texts, the synthesis of information from various sources (including graphs and visual media), the use of graphic organizers and effective paraphrasing. Grammatical and lexical topics will be focus on the difference between formal and informal registers and written academic language versus spoken colloquial language. Other such topics will be addressed as dictated by student needs. Instruction and class interaction will occur exclusively in Spanish. Students are required to take the Advanced Placement exam in Spanish Language. NOTE: Summer Reading counts for 20% of the first marking period grade.

AP SPANISH LITERATURE
This level of Spanish is designed to get students ready to take the AP exam in May. The students learn about the six thematic areas as prescribed by the AP Board: las sociedades en contacto: pluralismo racial y desigualdad económica, la construcción del género, el tiempo y el espacio, las relaciones interpersonales, la dualidad del ser, la creación literaria. The students come to understand authentic text in relations the historic time and the literary genres. Throughout the year the students gain a better understanding of the overarching themes and concepts that are found in the different texts that they read. Through a focus on essential questions students come to be more aware of the Spanish culture. The text that is used for this level is, “Reflexiones”. Students are expected to take the Advanced Placement exam in Spanish Literature. NOTE: Summer Reading counts for 20% of the first marking period grade.

SPANISH FILM (Honors) (BMS)
This course offers a view of modern-day Spain through cinema. During the first semester, we view films by award-winning Spanish directors as well as the hit series, Cuéntame to form a (moving) picture of what Spain was like after the fall of its great empire, during its civil war, and the 36-year dictatorship that fell in 1975. Second semester we will turn our energy to learning to be a more discerning audience as we view many modern day Spanish “Blockbusters”. We will watch how Spain post-Francisco Franco becomes a liberated and liberal country, a cultural stronghold and popular tourist destination. This course is oriented towards improving oral and listening skills, but will also provide ample opportunities to refine reading and writing skills, making sure you are ready to take an advanced Spanish language class in college. Required Summer Assignment. (Prerequisites: AP Spanish Language or Spanish V with a minimum of 87% and teacher recommendation)