

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course # 310 - FRENCH I

DESCRIPTIVE OVERVIEW

This course is an introduction to the French language and the basic skills of language acquisition: listening, speaking, reading, writing and cultural appreciation. Emphasis will be placed on integrating new material into oral expression. In addition, there will be a focus on cultural awareness as well as on similarities and differences between Francophone and our own cultures.

GOALS AND OBJECTIVES

Students will be able to:

- Listen to native speakers via cassettes, videos and DVDs that accompany the text and authentic French music.
- Speak using new vocabulary and grammar. Emphasis will be placed on pronunciation, fluency and accuracy.
- answer oral prompts, be able to volunteer information on simple topics, participate in skits and class discussions
- Read short dialogues or paragraphs with full comprehension.
- Write original dialogues and short paragraphs demonstrating an ability to integrate new material into their language base.
- Demonstrate proper word order, correct grammar and spelling.
- Learn and discuss various aspects of French culture and demonstrate an appreciation of cultural similarities and differences between their own culture and that of Francophone cultures.

TEXTS

Discovering French – Bleu with accompanying materials

INSTRUCTIONAL MODEL

Various instructional strategies will be employed including paired or small group activities, class discussions, listening and oral exercises. Instruction will promote vocabulary and grammar acquisition, listening and reading comprehension as well as written expression. Students will use the language laboratory at least once per cycle.

ASSESSMENT

All five skills will be assessed through traditional and performance-based methods. Listening is assessed through daily questions and answer activities, class discussions and comprehension exercises on tests and quizzes. Speaking is assessed through daily classroom activities and participation, skits and dialogues, conversations with the instructor. Reading is assessed through written or oral responses. Writing is assessed through open-ended responses to test questions. Many forms of assessment are accompanied by a rubric that explains the scoring criteria for evaluation to the student.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #311 - FRENCH II (2)

DESCRIPTIVE OVERVIEW

This course begins with a comprehensive review of the material covered in French I. It uses an intermediate text that emphasizes all five skills: reading, writing, listening, speaking and cultural awareness. Particular focus is placed on communication skills as students will be expected to communicate clearly in written and oral activities. This course is for the students who have the ability and motivation to progress at a faster pace and are willing to devote more time to study and class involvement. Much of the class will be conducted in French.

GOALS AND OBJECTIVES

Students will be able to:

- Listen to native speakers via cassettes and DVDs that accompany the text. They will also listen to authentic French music.
- Speak using new vocabulary and grammar constructions. They will be expected to demonstrate accuracy, fluency and comprehensible pronunciation.
- Give oral presentations, skits and participate in class discussions. Read level appropriate stories in the text as well as at least one novel.
- Distinguish between fact and opinion, be able to draw their own conclusions.
- Write logical paragraphs and essays that incorporate new expressions and grammar constructions.
- Demonstrate proper word order, spelling and punctuation.
- Explore, research and discuss various aspects of French culture.
- Demonstrate an appreciation of cultural similarities and differences between their own culture and that of other peoples.

TEXTS

Discovering French – Blanc with accompanying ancillary materials
Le Vol de la Joconde

INSTRUCTIONAL MODEL

The class will be conducted almost entirely in French. Various instructional strategies include pair and small learning groups, class discussions, original skits, listening and oral activities. Instruction incorporates a variety of exercises that promote vocabulary and grammar acquisition, listening and reading comprehension as well as process writing. Students will use the language laboratory at least once per cycle.

ASSESSMENT

All five skills will be assessed via traditional and performance-based methods. Listening is assessed through listening comprehension exercises on tests, daily question and answer activities, class discussions and comprehension of recorded materials. Advanced students will learn at an accelerated pace, required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #312 - FRENCH II (3)

DESCRIPTIVE OVERVIEW

This course begins with a comprehensive review of the material covered in French I. It uses an intermediate text that emphasizes all five skills: reading, writing, listening, speaking and cultural awareness. Particular focus is placed on communication skills as students will be expected to communicate clearly in written and oral activities. This course is for the students who have the ability and motivation to progress at a faster pace and are willing to devote more time to study and class involvement. Much of the class will be conducted in French.

GOALS AND OBJECTIVES

Students will be able to:

- Listen to native speakers via cassettes and DVDs that accompany the text and authentic French music.
- Speak using new vocabulary and grammatical constructions. Students will be expected to demonstrate accuracy, fluency and comprehensible pronunciation.
- Give oral presentations, skits and participate in class discussions.
- Read level appropriate stories in the text as well as at least one novel.
- Distinguish between fact and opinion and be able to draw their own conclusions.
- Write logical paragraphs and essays that incorporate new expressions and grammar constructions.
- Demonstrate proper word order, spelling and punctuation.
- Explore, research and discuss various aspects of French culture.
- Demonstrate an appreciation of cultural similarities and differences between their own culture and that of other peoples.

TEXTS

Discovering French – Blanc with accompanying ancillary materials
Le Vol de la Joconde

INSTRUCTIONAL MODEL

The class will be conducted almost entirely in French. Various instructional strategies include pair and small learning groups, class discussions, original skits, listening and oral activities. Instruction incorporates a variety of exercises that promote vocabulary and grammar acquisition, listening and reading. Students will use the language laboratory at least once per cycle.

ASSESSMENT

All five skills will be assessed via traditional and performance-based methods. Listening is assessed through listening comprehension exercises on tests, daily question and answer activities, class discussions and comprehension of recorded materials.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #313 - FRENCH III (2)

DESCRIPTIVE OVERVIEW

This course begins with a comprehensive review of the material covered in French II. It uses an intermediate text that emphasizes all five skills: speaking, listening, reading, writing and cultural awareness. Particular emphasis is placed on the continued development of communication skills. The study of French grammar will be completed by utilizing a grammar workbook as a supplementary text. The class will be conducted in French and students are expected to become more proficient in the target language.

GOALS AND OBJECTIVES

Students will be able to:

- Understand native speakers via cassettes and DVDs that accompany the text.
- Speak using idioms, more complex expressions and grammatical structures with increased fluency, accuracy and comprehensible pronunciation.
- Read level appropriate stories in the text as well as in other sources.
- Begin to analyze and interpret literature.
- Distinguish between fact and opinion and be able to draw and express their own conclusions.
- Write paragraphs and short essays that demonstrate an ability to integrate new material into their knowledge base.
- Express higher order thinking skills and respond to open-ended questions.
- Demonstrate an increased appreciation of cultural similarities and differences between Francophone and their own cultures.

TEXTS

*Discovering French – Rouge with accompanying ancillary materials
Troisieme Livre*

INSTRUCTIONAL MODEL

The class will be conducted in French. Various instructional strategies will be employed including pair and small group activities, class discussions, original skits and dialogues, listening and oral activities. Instruction incorporates a variety of exercises that promote vocabulary and grammar acquisition, listening and reading comprehension as well as process writing. Students will use the language laboratory at least once per cycle.

ASSESSMENT

All skills will be assessed through both traditional and performance-based methods. Listening is assessed through daily question and answer activities, comprehension exercises on tests, class discussions and comprehension of recorded materials. Speaking is assessed through daily classroom activities and participation, skits and presentations, conversations with the instructor. Reading is assessed through written and oral responses, class discussions about the assigned material. Writing is assessed through essays and open-ended responses to test questions. Many forms of assessment are accompanied by a rubric or scoring guide that explains the criteria for evaluation to the student. Advanced students will learn at an accelerated pace, required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work. Advanced students will learn at an accelerated pace, required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work. Advanced students will learn at an accelerated pace, required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #314 - FRENCH III (3)

DESCRIPTIVE OVERVIEW

This course begins with a comprehensive review of the material covered in French II. It uses an intermediate text that emphasizes all five skills: speaking, listening, reading, writing and cultural awareness. Particular emphasis is placed on the continued development of communication skills. The study of French grammar will be completed and the class will be conducted in French.

GOALS AND OBJECTIVES

Students will be able to:

- Listen to native speakers via cassettes and DVDs that accompany the text.
- Speak using idioms, more complex expressions and grammatical structures with increased fluency, accuracy and comprehensible pronunciation.
- Participate in class discussions, skits and dialogues, presentations.
- Express higher order thinking skills in the target language.
- Read level appropriate stories in the text as well as in other sources.
- Begin to analyze and interpret literature.
- Distinguish between fact and opinion, be able to draw and express their own conclusions.
- Write paragraphs and short essays that demonstrate an ability to integrate new material into their knowledge base.
- Express higher order thinking skills and respond to open-ended questions
- Demonstrate an increased appreciation of cultural similarities and differences between Francophone and their own cultures.

TEXTS

Discovering French – Rouge with accompanying ancillary materials

INSTRUCTIONAL MODEL

The class will be conducted in French. Various instructional strategies will be employed including pair and small group activities, class discussions, original skits and dialogues, listening and oral activities. Instruction incorporates a variety of exercises that promote vocabulary and grammar acquisition, listening and reading comprehension as well as process writing. Students will use the language laboratory at least once per cycle.

ASSESSMENT

All skills will be assessed through both traditional and performance-based methods. Listening is assessed through daily question and answer activities, comprehension exercises on tests, class discussions and comprehension of recorded materials. Speaking is assessed through daily classroom activities and participation, skits and presentations, conversations with the instructor. Reading is assessed through written and oral responses, class discussions about the assigned material. Writing is assessed through essays and open-ended responses to test questions. Many forms of assessment are accompanied by a rubric or scoring guide that explains the criteria for evaluation to the student.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #315 - FRENCH IV (2)

DESCRIPTIVE OVERVIEW

Students will review basic grammar introduced in the three previous years of French and will be introduced to more sophisticated grammatical concepts, syntax, and idiomatic expressions. Previously acquired vocabulary will be reinforced in both written and oral approaches. Students will also continue to augment their vocabulary. Students will advance in proficiency in the five skills: listening, speaking, reading, writing, and cultural appreciation. In addition to these skills, students will begin literary analysis of authentic French texts. Students will share personal beliefs and opinions in various communicative exchanges: face-to-face, group, or via technology. Students will explore and compare their personal beliefs with those of others in their classroom. Students will be encouraged to become lifelong learners and to use French for personal enrichment outside the classroom.

GOALS AND OBJECTIVES

Students will be able to:

- Demonstrate increasing proficiency in reading, writing, speaking, and listening comprehension skills.
- Broaden and deepen their analytical skills with regards to authentic Francophone literature.
- Enhance and refine their writing skills in terms of structure, substance, and style.
- Demonstrate increasing proficiency in speaking and in critical listening abilities.
- Broaden their appreciation for other cultures through reading, travel, and other cultural activities.
- Develop skills in paraphrasing, circumlocution, and other strategies to avoid breakdowns in conversations.
- Infer meaning of both oral and written sources by recognizing familiar words and patterns.
- Express personal opinions, both written and oral, in French.
- Demonstrate in French an understanding of concepts learned in other areas.

TEXTS

Par Tout le Monde Francophone (Cours Intermédiaire), Herbst and Sturges, Longman Publishers
Selected Francophone poetry and short stories

INSTRUCTIONAL MODEL

Vocabulary and grammatical concepts are introduced and reviewed through a combination of a teacher-centered and student-centered classroom. Vocabulary and grammar are presented, practiced, and assessed by written, oral, aural, and visual techniques so as to address all styles of learners. The main goal for the students is to be able to communicate in the target language. A variety of instructional techniques are employed, which include paired and small group communicative activities, language lab exercises, whole class discussions, listening activities, various authentic Francophone readings, and individual and paired creative and critical writings. Reading skills develop as the students read texts that increase with difficulty over the course of the year. In class, group reading is the first step to insure that students can comprehend the surface level of the text. As students develop linguistically, individual at-home reading assignments become the basis for in-class discussions. The literary analysis introduced at this point, provides students the ability to analyze authentic Francophone literature for its historical, philosophical, and political meaning.

ASSESSMENT

Assessment is both formal and informal. Students are expected to participate orally in class and to show progress in linguistic accuracy, both in listening and speaking, throughout the year. Formal written assessments include quizzes, tests, creative and critical essays, and research projects. Formal oral assessments include one-on-one or recorded oral performances, presentation of francophone poetry, or various cultural and historical topics, dictation, dialogues, skits, and multiple choice and open-ended listening exercises. Reading comprehension is assessed both formally by comprehension questions as well as informally through class discussion and teacher-lead questioning. Students' oral recordings are saved on the school's network and progress in this area is analyzed by both the student and teacher. While enrolled in an upper level language course, students are expected to demonstrate responsibility for their progress and to take an active part in their learning process. This multi-faceted approach encourages students towards success and cultivates the desire to become a life-long learner. Advanced students will learn at an accelerated pace, required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
Course #316 - FRENCH IV (3)**

DESCRIPTIVE OVERVIEW

Students will review basic grammar introduced in their three previous years of French and will be introduced to more sophisticated grammatical concepts, syntax and idiomatic expressions. Previously acquired vocabulary will be reinforced in both written and oral approaches and students will continue to augment their vocabulary. Students will advance in proficiency in the five skills; listening, speaking, reading, writing, and cultural appreciation. In addition to these skills students will begin literary analysis of authentic French texts. Students will share personal beliefs and opinions in various communicative exchanges: face-to-face, group, or via technology. Students will explore and compare their personal beliefs with those of others in their classroom as well as with the beliefs of various Francophone cultures through out the ages. Students will be encouraged to become life long learners and to use French for personal enrichment outside the classroom.

GOALS AND OBJECTIVES

Students will be able to:

- Demonstrate increasing proficiency in reading, writing, speaking and oral comprehension skills.
- Broaden and deepen their analytical skills with regards to authentic Francophone literature.
- Enhance and refine their writing skills in terms of structure, substance, and style.
- Demonstrate increasing proficiency in speaking skills and critical listening abilities.
- Broaden their appreciation for other cultures through reading, travel and other cultural activities.
- Develop skills in paraphrasing, circumlocution and other strategies to avoid breakdowns in conversation.
- Infer meaning of both oral and written sources by recognizing familiar words and patterns.
- Express personal opinions, both written and oral, in French.
- Demonstrate in French and understanding of concepts learned in other areas such as humanities, art and music.

TEXTS

Par Tout Le Monde Francophone, Longman
Selected Francophone short stories

INSTRUCTIONAL MODEL

In a combination of a teacher centered and student centered classroom, vocabulary and grammatical concepts are introduced by teacher presentation and the text book's presentation. Vocabulary and grammar are presented, practiced and assessed by written, oral, visual and aural techniques that address all styles of learners. The main goal for the students is to be able to communicate in the target language. To work towards this goal, a variety of instructional techniques are employed. They include paired and small group communicative activities, language lab exercises, whole class discussions, listening activities, various authentic francophone readings, and individual and paired creative and critical writings. Students gain confidence and assurance in their ability to communicate their ideas, beliefs, needs and desires. Through formal and informal feedback, students reinforce what they have successfully learned and acquire new appropriate vocabulary, syntax, and grammar. Reading skills are developed as the students read texts that increase with difficulty over the course of the year. In-class group reading is the first step to insure that students can comprehend the surface level of the text. As students develop linguistically, individual at home reading assignments become the basis for in class discussions. Literary analysis is introduced at this point to provide students the ability to analyze authentic francophone literature for its historical, philosophical and political meaning.

ASSESSMENT

Assessment is both formal and informal. Informal assessment deals with the student's daily in-class participation. Students are expected to participate orally in class and to show progress in linguistic accuracy, both in listening and speaking, through out the year. Formal written assessments include quizzes, tests, creative and critical essays, and research projects. Formal oral assessment includes one-on-one or recorded oral performances, presentation of francophone poetry or various cultural and historical topics, dictation, dialogues, skits and multiple choice and open ended listening exercises. Reading comprehension is assessed both formally by comprehension questions as well as informally by class discussion and teacher lead questioning. Being an upper level language course, students are expected to demonstrate responsibility for their progress and to take an active part in their learning process. The variety of the assessments provides all styles of learners a pathway to success and also encourages all students to improve in all areas of the language. This multi-faceted approach encourages students towards success and cultivates the desire to become a life-long learner.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #317 - FRENCH V (2)

DESCRIPTIVE OVERVIEW

The course offers an overview of French literature across the centuries as well as analysis of contemporary issues being discussed in France. The students read excerpts of literary masterpieces in historical and cultural context. In addition, using a college level text, they read, discuss and debate topics of current interest in French society. Both orally and in writing, students will be asked to connect and compare the similarities and differences of these issues between France and the U.S. During the last term they will study different film genres in an introduction to film studies of the Francophone world. Grammar will be reviewed on an as needed basis. Instructional strategies will allow students to connect language, community and career in a variety of formats and activities.

GOALS AND OBJECTIVES

Students will be able to:

- Appreciate the value of speaking a second language as a useful life-long skill in a global community.
- Listen to and continue to develop the ability to comprehend native speakers via movies, live TV programs and listening activities that accompany the text and a mystery novel.
- Give oral presentations and participate in debates and discussions about real world issues.
- Use a broad range of vocabulary, grammatical structures and idioms demonstrating accuracy, fluency and comprehensible pronunciation
- Read with relative ease a variety of expository and narrative selections from the text as well as other sources.
- Read for meaning as well as begin to interpret and analyze literary works.
- Write 5 paragraph essays which logically and effectively present their theses.
- Explore, research and examine the practices, perspectives and products of the cultures studied.
- Discuss both orally and in writing the cultural differences and similarities in order to understand and appreciate other cultures and their own society in a global community.

TEXTS

Controverses with accompanying ancillary materials
Les Contes de Fee, Charles Perrault (*adapted version*)
Contes Africains

INSTRUCTIONAL MODEL

The class will be conducted in French. Various instructional strategies include paired and small learning group activities that provide, obtain or exchange information. In addition, they will participate in class debates and discussions, multimedia presentations, skits, opportunities for self and peer-editing, self-revision. Instruction incorporates a variety of activities that promote vocabulary acquisition, listening comprehension and process writing. Students will use the language laboratory at least once per cycle. Field trips reinforce the curriculum and provide authentic cultural experiences.

ASSESSMENT

Performance assessments will be widely used to determine what students know and, more importantly, how they are able to express themselves both orally and in writing. The focus is on how well students can apply what they have learned. All five skills are evaluated through both traditional and performance – based assessments. Listening is assessed through listening comprehension exercises on tests, quizzes, daily question and answer activities, class discussions, and comprehension of recorded media or live presentations. Speaking is assessed through daily question and answer activities, individual, paired or group discussions or presentations, videotapes and daily participation. Reading is assessed through written or oral responses or class discussions about reading selections or literary works. Writing is assessed through compositions, essays, open-ended questions, creative writing projects. Many forms of assessments are accompanied by a rubric with an explanation of expectations that inform the students of the scoring criteria for evaluation. Advanced students will learn at an accelerated pace, required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #318 - FRENCH V (3)

DESCRIPTIVE OVERVIEW

The course offers an overview of French literature across the centuries as well as analysis of contemporary issues being discussed in France. The students read excerpts of literary masterpieces in historical and cultural context. In addition, using a college level text, they read, discuss and debate topics of current interest in French society. Both orally and in writing, students will be asked to connect and compare the similarities and differences of these issues between France and the U.S. During the last term they will study different film genres in an introduction to film studies of the Francophone world. Grammar will be reviewed on an as needed basis. Instructional strategies will allow students to connect language, community and career in a variety of formats and activities.

GOALS AND OBJECTIVES

Students will be able to:

- Appreciate the value of speaking a second language as a useful life-long skill in a global community.
- Listen to and continue to develop the ability to comprehend native speakers via movies, live TV programs and listening activities that accompany the text and a mystery novel.
- Give oral presentations and participate in debates and discussions about real world issues.
- Use a broad range of vocabulary, grammatical structures and idioms demonstrating accuracy, fluency and comprehensible pronunciation
- Read with relative ease a variety of expository and narrative selections from the text as well as other sources.
- Read for meaning as well as begin to interpret and analyze literary works.
- Write 5 paragraph essays which logically and effectively present their theses.
- Explore, research and examine the practices, perspectives and products of the cultures studied.
- Discuss both orally and in writing the cultural differences and similarities in order to understand and appreciate other cultures and their own society in a global community.

TEXTS

Controverses with accompanying ancillary materials
Les Contes de Fee, Charles Perrault (*adapted version*)
Contes Africains

INSTRUCTIONAL MODEL

The class will be conducted in French. Various instructional strategies include paired and small learning group activities that provide, obtain or exchange information. In addition, they will participate in class debates and discussions, multimedia presentations, skits, opportunities for self and peer-editing, self-revision. Instruction incorporates a variety of activities that promote vocabulary acquisition, listening comprehension and process writing. Students will use the language laboratory at least once per cycle. Field trips reinforce the curriculum and provide authentic cultural experiences.

ASSESSMENT

Performance assessments will be widely used to determine what students know and, more importantly, how they are able to express themselves both orally and in writing. The focus is on how well students can apply what they have learned. All five skills are evaluated through both traditional and performance – based assessments. Listening is assessed through listening comprehension exercises on tests, quizzes, daily question and answer activities, class discussions, and comprehension of recorded media or live presentations. Speaking is assessed through daily question and answer activities, individual, paired or group discussions or presentations, videotapes and daily participation. Reading is assessed through written or oral responses or class discussions about reading selections or literary works. Writing is assessed through compositions, essays, open-ended questions, creative writing projects. Many forms of assessments are accompanied by a rubric accompanied by an explanation of expectations that inform the students of the scoring criteria for evaluation.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #308 - AP FRENCH / Course #320 - ADVANCED FRENCH LITERATURE

DESCRIPTIVE OVERVIEW

AP French is a two year course open to highly motivated students who plan on taking the French language AP exam as well as following the curriculum of the former AP. Literature exam. The course seeks to develop language skills (reading, writing, listening, and speaking) as well as introduce students to literary analysis of representative works of prose, poetry and drama. Students entering the class have successfully completed French III and have an excellent foundation in French grammar and excellent communicative skills, both written and oral. The course, being conducted exclusively in French, improves students' comprehension and ease of expression on a daily basis. Students are encouraged to use the language as a tool to express personal beliefs and opinions on a variety of topics as well as to explore concepts that fluency in French provides the learner.

GOALS AND OBJECTIVES

Students will be able to:

- Demonstrate increasing proficiency in critical reading skills and critical thinking abilities.
- Enhance and refine their writing skills in terms of substance, structure and style.
- Demonstrate increasing proficiency in understanding authentic francophone oral recordings.
- Understand authentic francophone literary works and will further develop skills used in literary analysis.
- Refine their oral communication and be able to express themselves on a variety of topics.
- Improve skills in circumlocution and paraphrasing in order to maintain conversation.
- Continue to work towards mastery of French grammar and will continue to develop vocabulary.

TEXTS

Cours supérieur, Amsco
Une fois pour toutes, Longman
Triangle, Ladd
AP, first edition, Longman
AP, second edition, Longman

INSTRUCTIONAL MODEL

With regards to the advanced literature curriculum, instructional techniques include writing thesis essays on various themes, *explications de texte*, both oral and written, on specific francophone works, illustrating poems, internet research on author's biographies and historical background, writing multiple choice questions, grading published student responses based on rubrics, peer editing, in class guided conversations exploring themes and plot comprehension, creative interpretations of literary works, and self assessment of essays.

For the AP language curriculum instructional techniques include essay writing based on previous year's AP questions, self assessment of these essays, grading released student writing samples using AP rubrics, speaking exercises based on previous year's AP questions, grading released student speaking samples using AP rubrics, function word fill-in, verb conjugation, in class debates, small group or whole class discussions on a variety of topics, listening exercises in the language laboratory with multiple choice questions, various games reinforcing vocabulary and circumlocution, creative writing, oral presentation of poems and reading exercises with multiple choice comprehension exercises. Various grammatical areas that are typically challenging for upper level students are reviewed based on students' needs. Vocabulary needed to perform successfully on the AP exam is introduced and practiced. The intensive reading and writing components of the AP literature curriculum enhance the reading and writing preparation that constitutes an integral part of the AP language curriculum.

ASSESSMENT

Students are assessed in a variety of ways that reflect the focus on the various linguistic and literary skills dealt with in the course. Assessment is both formal and informal. For the literature curriculum, discussions based on works being read are used to informally assess students' comprehension of the plot and appreciation for the style of the author. Formal assessments include thesis essay writing, oral and written *explications de texte*, multiple choice questions based on poems or excerpts from larger works, comprehension quizzes, quote identification exams and speaking exercises based on themes from works being read. Concerning the language curriculum, informal in class assessment deals with students' daily speaking and oral comprehension and daily homework informally assesses students' mastery of various grammatical concepts. Formal assessments include listening exercises with multiple choice questions, function word and verb fill in based on the AP exam, essays based on AP questions, written grammar quizzes and tests, written vocabulary quizzes, dictations, recorded speaking exercises and creative skits.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #324 - SPANISH 1A (4)

DESCRIPTIVE OVERVIEW

This course is open to students in grades 9-11 and is designed to allow the level 4 student to fulfill the HHS foreign language graduation requirement. Students begin the process of attaining a basic level of proficiency in Spanish 1A, and continue this process in Spanish 1B the following year. Active participation with other students in a variety of speaking and listening tasks enables the learner to be understood and to understand the target language. Lessons are student-centered, and there is a particular focus on repetition, re-introduction, and review. Listening and writing skills, the appreciation of cultural differences and similarities, and the comparison of the Spanish and English languages are fostered. In the classroom setting students converse with their peers using cues for guided conversations, create original oral and written expressions, interview and question one another to seek opinions and feelings, and read and write short passages. Outside the classroom setting students should practice to internalize the patterns modeled in school for optimal learning.

GOALS AND OBJECTIVES

Students will be able to:

- Demonstrate comprehension through physical and verbal response.
- Develop strategies for listening and speaking proficiency.
- Develop strategies for reading including deriving meaning through context.
- Develop effective writing through a process approach that provides for creative and personal expression.
- Show what they know and are able to do in the language through speaking, listening, reading, and written tasks.
- Learn grammar in a lexical and contextual way in logical sequence.
- Demonstrate an understanding of the nature of language by comparing Spanish and English.
- Demonstrate the critical sound distinctions between English and Spanish.
- Demonstrate in the target language an understanding of concepts learned in other subject areas.
- Students will engage in appropriate activities that explore stereotyping and prejudice.

TEXT

Ven Conmigo, Level 1(chapters 1-6), Holt Rinehart Winston

INSTRUCTIONAL MODEL

The lesson theme is introduced through thematic vocabulary. A wide variety of activities are conducted during class to help students memorize and practice new vocabulary. Comprehension is demonstrated through physical response. Students respond with a partner, in a group, or individually. Grammatical concepts are paired with newly-acquired vocabulary, and then practiced extensively through speaking, writing, reading and listening activities. Verbal communication progresses from limited response to personalized communication. Realia-based readings incorporate cognates with new and previously learned material. Ideas are generated and writing is guided to help the beginning learner. Writing tasks all relate to the chapter theme. The learner progresses from one word to open-ended responses in writing.

ASSESSMENTS

Students are assessed on a daily basis by active participation in class. Effort and willingness to speak are key factors for good communication. Assessment is both formal and informal. Students prepare visuals, art work, projects, short paragraphs, and dialogues. Informal assessment includes teacher and student prepared check lists, daily oral participation, and activities assigned as class work or homework.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #327 - SPANISH 1B (4)

DESCRIPTIVE OVERVIEW

This course is open to students in grades 9-11 and is designed to allow the level 4 student to fulfill the HHS foreign language graduation requirement. Students have begun the process of attaining a basic level of proficiency in Spanish 1A, and continue the process in this course, Spanish IB. Active participation with other students in a variety of speaking and listening tasks continues to enable the learner to be understood and to understand the target language. Lessons are student-centered, with a special focus on repetition, re-introduction, and review. Listening and writing skills, the appreciation of cultural differences and similarities, and the comparison of the Spanish and English languages are fostered. Students converse with their peers using cues for guided conversations, create original oral and written expressions, interview and question one another to express opinions and feelings, and read and write short passages. Students are encouraged to practice and internalize patterns modeled in the classroom for optimal learning.

GOALS AND OBJECTIVES

Students will be able to:

- Demonstrate comprehension through physical and verbal response.
- Develop strategies for oral and aural proficiency by speaking with a peer, a small group or whole class, and by listening to and participating in recorded and interactive activities.
- Develop strategies for reading which include deriving meaning through context.
- Develop effective writing through a process approach which provides for creative and personal expression of thematic focus.
- Show what they can do with the language in speaking, listening, reading, and written tasks as new and familiar topics are introduced.
- Learn grammar in a lexical and contextual way in logical sequence which will allow them to use words naturally.
- Demonstrate an understanding of the nature of language by comparing Spanish and English.
- Demonstrate in the target language an understanding of concepts learned in other subject areas such as weather, family relationships and values, math facts, and geography.
- Engage in appropriate activities that explore stereotyping and prejudice in order to avoid cultural misunderstandings. This will include learning about customs, holidays, and habits of Spanish-speaking people.

TEXT

Ven Conmigo, Level 1(chapters 7-12)

INSTRUCTIONAL MODEL

The lesson theme is introduced through thematic vocabulary accompanied by a video segment which illustrates this vocabulary. Comprehension is demonstrated through physical response such as pointing to a picture or holding up a flashcard. Students respond with a partner, in a group, or individually. Grammatical concepts are paired with newly-acquired vocabulary, and then practiced extensively through speaking, writing, reading and listening activities. Particular attention is paid to grammatical structure, both in Spanish and English, as level 4 students typically need this type of reinforcement. Verbal communication progresses from limited response to personalized communication. Students answer questions and create their own responses in paired practices. Visual cues guide their initial responses. Realia-based readings incorporate cognates with new and previously learned material. Students reinforce what they know while acquiring new patterns of vocabulary and structure. Ideas are generated and writing is guided to help the beginning learner. Writing tasks all relate to the chapter theme.

ASSESSMENTS

Students are assessed on a daily basis by active participation in class. Effort and willingness to speak are key factors for good communication. Assessment is both formal and informal. Formal assessment includes oral, listening, and written tests. Students are asked to prepare visuals, art work, projects, short paragraphs, and dialogues. Students are expected to complete assignments and to show improvement. Informal assessment includes teacher and student prepared check lists, daily oral participation, and activities assigned as class work or homework. Students keep portfolios in the classroom and are urged to maintain a Spanish notebook.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
Course #323 - SPANISH I**

DESCRIPTIVE OVERVIEW

This is the first year of a sequential course for students who have had little or no prior experience in Spanish. Students will learn to speak, listen, read and write in Spanish and develop an understanding and an appreciation of the cultures of Spanish-speaking world. Their language skills will develop through daily class participation, performance-based tasks and projects. Students are expected to interact with their teachers, peers, and community using technology in both written and oral forms in the language lab and at home. Students will interpret what they observe, hear, read, and view to augment their knowledge of Hispanic language and culture.

GOALS AND OBJECTIVES

Students will be able to:

- Begin the process of understanding and interpreting written and spoken language.
- Incorporate their growing knowledge of Spanish in writing and speaking in terms of structure, substance, and style.
- Read simple Hispanic literary works.
- View and listen to filmed material featuring native speakers.
- Broaden their appreciation for other cultures through attendance at school-based and non-school-based activities.
- Reinforce and further their knowledge of other disciplines through Spanish.
- Appreciate distinctive viewpoints only available through Spanish language and cultures.
- Demonstrate an understanding of the nature of language and the concept of culture through comparisons between Spanish and English.

TEXT

Descubre I, Vista Higher Learning

INSTRUCTIONAL MODEL

The instructional techniques in this course incorporate a multi-sensory approach to learning. Visual presentations and practice may include white boards, chalkboards, Smart board technology, Skype video conferencing, charts, posters, television, overhead projectors, PowerPoint presentations, books, magazines, picture diagrams, flash cards, bulletin boards, films or video including visual aids generated by students. Auditory presentations and practice may be performed and/or tested in either the Language Lab or in the classroom and include choral repetition, oral questions and answers, paired or group work, dialogues, role-playing, tapes and/or CDs. Kinesthetic presentations entail the students' use of manipulative, chart materials, gestures, signals, typing, songs, games and role-playing leading students to associate sentence construction with meaningful movement. Students are paired and/or grouped by differing abilities and levels of proficiency to encourage peer coaching, promote student self-confidence, enhance individual and group social skills and promote positive relations in the classroom.

ASSESSMENT

Formal and informal evaluation is based on three types of assessment: formative, authentic and performance-based. Assessments are differentiated to allow all students the opportunity to demonstrate their knowledge. Assignments of varying degrees of complexity are provided to respond to individual student needs. Students are grouped according to interest, proficiency or learning styles so that all learners are appropriately challenged. Students self-assess through the use of student folders and the process writing approach. A global approach to assessment evaluates student performance in comprehension, language control, vocabulary use, communication strategies, and cultural awareness. Students are expected to demonstrate responsibility for their own learning and to take an active part in the learning process. The assessment program encourages student performance and cultivates the desire to become a life-long learner.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #325 - SPANISH II (2)

DESCRIPTIVE OVERVIEW

This is the second year of a sequential course for students who have successfully completed Spanish I levels 2 and 3. Students continue to improve their proficiency in the skill areas of speaking, listening, reading and writing. Students also increase their knowledge of Hispanic culture. They further develop their skills in language acquisition through performance tasks and projects. Students are expected to interact with their teachers, peers, and community using technology in both written and oral forms. Students interpret what they observe, hear, read, and view to add to their knowledge of Hispanic culture to better understand and appreciate the various peoples of the Hispanic world.

GOALS AND OBJECTIVES

Students will be able to:

- Demonstrate increasing proficiency in understanding and interpreting written and spoken language; enhancing and refining their writing and speaking skills in terms of structure, substance, and style.
- Broaden and deepen their analytical and interpretive skills in responding to authentic Hispanic literary works.
- View and listen to filmed material featuring native speakers.
- Broaden their appreciation for other cultures through attendance at school-based and non-school-based activities.
- Reinforce and further their knowledge of other disciplines through Spanish.
- Learn to appreciate distinctive viewpoints only available through Spanish language and cultures.
- Demonstrate an understanding of the nature of language and the concept of culture through comparisons between Spanish and English.

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TEXT

Descubre II, Vista Higher Learning

INSTRUCTIONAL MODEL

The instructional strategies for this course incorporate a multi-sensory approach to learning. Visual presentations and practices may include white boards, chalkboards, Smart board technology, Skype video conferencing, charts, posters, television, PowerPoint presentations, books, magazines, picture diagrams, flash cards, bulletin boards, films or video including visual aids generated by students. Auditory presentations and practice may be performed and/or tested in either the Language Lab or in the classroom and include choral repetition, oral questions and answers, paired or group work, dialogues, role-playing, tapes and/or CDs. Kinesthetic presentations entail the students' use of manipulatives, chart materials, gestures, signals, typing, songs, games and role-playing leading students to associate sentence construction with meaningful movement. Students are paired and/or grouped by differing abilities and levels of proficiency to encourage peer coaching, promote student self-confidence, enhance individual and group social skills and promote positive relations in the classroom, thereby creating positive learning experiences and improving students' abilities to retain information for longer periods of time.

ASSESSMENT

Formal and informal evaluation is based on three types of assessment: formative, authentic, and performance-based. Formative assessment is used to guide on-going instruction. Authentic assessment challenges students to use the language creatively and personally. Performance-based assessment evaluates the productive skills of speaking and writing. Assessments are differentiated to allow all students the opportunity to demonstrate their knowledge. Students self-assess through the use of student folders and the process writing approach. A global approach to assessment evaluates student performance in comprehension, language control, vocabulary use, communication strategies, and cultural awareness. Students are expected to demonstrate responsibility for their own learning and to take an active part in the learning process. Advanced students will learn at an accelerated pace, required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #326 - SPANISH II (3)

DESCRIPTIVE OVERVIEW

This is the second year of a sequential course for students who have successfully completed Spanish I levels 2 and 3. Students continue to improve their proficiency in the skill areas of speaking, listening, reading and writing. Students also increase their knowledge of Hispanic culture. They further develop their skills in language acquisition through performance tasks and projects. Students are expected to interact with their teachers, peers, and community using technology in both written and oral forms. Students interpret what they observe, hear, read, and view to add to their knowledge of Hispanic culture to better understand and appreciate the various peoples of the Hispanic world.

GOALS AND OBJECTIVES

Students will be able to:

- Demonstrate increasing proficiency in understanding and interpreting written and spoken language; enhancing and refining their writing and speaking skills in terms of structure, substance, and style.
- Broaden and deepen their analytical and interpretive skills in responding to authentic Hispanic literary works.
- View and listen to filmed material featuring native speakers.
- Broaden their appreciation for other cultures through attendance at school-based and non-school-based activities.
- Reinforce and further their knowledge of other disciplines through Spanish.
- Learn to appreciate distinctive viewpoints only available through Spanish language and cultures.
- Demonstrate an understanding of the nature of language and the concept of culture through comparisons between Spanish and English.

TEXT

Descubre II, Vista Higher Learning

INSTRUCTIONAL MODEL

The instructional strategies for this course incorporate a multi-sensory approach to learning. Visual presentations and practices may include white boards, chalkboards, Smart board technology, Skype video conferencing, charts, posters, television, PowerPoint presentations, books, magazines, picture diagrams, flash cards, bulletin boards, films or video including visual aids generated by students. Auditory presentations and practice may be performed and/or tested in either the Language Lab or in the classroom and include choral repetition, oral questions and answers, paired or group work, dialogues, role-playing, tapes and/or CDs. Kinesthetic presentations entail the students' use of manipulatives, chart materials, gestures, signals, typing, songs, games and role-playing leading students to associate sentence construction with meaningful movement. Students are paired and/or grouped by differing abilities and levels of proficiency to encourage peer coaching, promote student self-confidence, enhance individual and group social skills and promote positive relations in the classroom, thereby creating positive learning experiences and improving students' abilities to retain information for longer periods of time.

ASSESSMENT

Formal and informal evaluation is based on three types of assessment: formative, authentic, and performance-based. Formative assessment is used to guide on-going instruction. Authentic assessment challenges students to use the language creatively and personally. Performance-based assessment evaluates the productive skills of speaking and writing. Assessments are differentiated to allow all students the opportunity to demonstrate their knowledge. Students self-assess through the use of student folders and the process writing approach. A global approach to assessment evaluates student performance in comprehension, language control, vocabulary use, communication strategies, and cultural awareness. Students are expected to demonstrate responsibility for their own learning and to take an active part in the learning process. The assessment program encourages student performance and cultivates the desire to become a life-long learner.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #328 - SPANISH III (2)

DESCRIPTIVE OVERVIEW:

This course is designed for the student who has successfully fulfilled the requirements to enroll in a Spanish III upper standard course. Students will continue to reinforce and further develop their proficiency in listening, speaking, reading, writing, and cultural understanding utilizing higher order thinking skills. The course is aligned with the Massachusetts Frameworks and promotes the learning of Spanish so that students are able to communicate with a level of proficiency that is comprehensible to native speakers globally. This course fosters an understanding and an appreciation of the cultures studied and their distinct beliefs. Students are expected to work individually, in pairs, and in small groups, and engage in classroom activities that enhance their level of language proficiency. Students are required to use the Virtuoso digital language lab as well as a home computer to access and complete activities that are provided in the instructional materials. The foreign language program incorporates a multi-sensory approach to second language acquisition, which supports differentiated instruction.

GOALS AND OBJECTIVES:

Students will be able to:

- Converse to provide and obtain information, express feelings, and exchange ideas and opinions.
- Read and analyze a variety of contemporary and traditional literary genres such as poetry, short stories, novel excerpts, articles, etc.
- Engage in real-life writing tasks such as letters, emails, text-chatting, and essays to further develop their writing skills with increased grammatical accuracy.
- Demonstrate an understanding of the different Spanish cultures through a variety of multi-media activities.
- Engage in activities and exercises that require them to compare, contrast, think critically, reason, and form judgments in the target language.

TEXTS

Descubre 3 and accompanying ancillary materials
Tres Cuentos

INSTRUCTIONAL MODEL

Each lesson is structured around a theme that includes vocabulary, grammatical structures, literature, culture, short film clips, and internet activities that support and expand the theme. Vocabulary concepts are explicitly presented, frequently reviewed, and recycled to reinforce student understanding through a variety of activities that target multi-learning modalities. Grammatical structures are clearly and concisely defined and modeled with sample content sentences. Students are encouraged to apply their knowledge of English grammar to make comparisons. They are continually prompted to use Spanish in cultural contexts and enhance their critical thinking skills to make cultural connections and comparisons. Authentic realia such as films, videos, restaurant menus, songs, poetry, podcasts, and documentaries expand students' linguistic cultural framework.

ASSESSMENT

Assessments are utilized to check for student comprehension and evaluate student progress. They are used as a way to identify student needs and modify instruction accordingly. The course incorporates assessments that offer a communicative approach to testing by eliciting open-ended, personalized responses comprehensive in scope and discrete answers. Diagnostic testing is used to assess students' readiness for the listening, reading, and writing activities included in each lesson. Online assessments in the Maestro grade book monitor students' progress, highlight problems, and recommend appropriate study paths that allow students to develop as reflective learners. Cumulative tests assess students' spiraling knowledge of vocabulary and grammar and evaluate listening, speaking, reading, and writing abilities. Students are expected to demonstrate self-motivation, creativity, and accuracy on an intermediate level. Tests are differentiated according to classroom and students' needs. Rubrics are used throughout the course to evaluate student progress. Advanced students will learn at an accelerated pace, required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #329 - SPANISH III (3)

DESCRIPTIVE OVERVIEW:

This course is designed for the student who has successfully fulfilled the requirements to enroll in a Spanish III upper standard course. Students will continue to reinforce and further develop their proficiency in listening, speaking, reading, writing, and cultural understanding utilizing higher order thinking skills. The course is aligned with the Massachusetts Frameworks and promotes the learning of Spanish so that students are able to communicate with a level of proficiency that is comprehensible to native speakers globally. This course fosters an understanding and an appreciation of the cultures studied and their distinct beliefs. Students are expected to work individually, in pairs, and in small groups, and engage in classroom activities that enhance their level of language proficiency. Students are required to use the Virtuoso digital language lab as well as a home computer to access and complete activities that are provided in the instructional materials. The foreign language program incorporates a multi-sensory approach to second language acquisition, which supports differentiated instruction.

GOALS AND OBJECTIVES:

Students will be able to:

- Converse to provide and obtain information, express feelings, and exchange ideas and opinions.
- Read and analyze a variety of contemporary and traditional literary genres such as poetry, short stories, novel excerpts, articles, etc.
- Engage in real-life writing tasks such as letters, emails, text-chatting, and essays to further develop their writing skills with increased grammatical accuracy.
- Demonstrate an understanding of the different Spanish cultures through a variety of multi-media activities.
- Engage in activities and exercises that require them to compare, contrast, think critically, reason, and form judgments in the target language.

TEXTS

Descubre 3 and accompanying ancillary materials

Workbook in Spanish 3 Years

Marianela by

INSTRUCTIONAL MODEL

Each lesson is structured around a theme that includes vocabulary, grammatical structures, literature, culture, short film clips, and internet activities that support and expand the theme. Vocabulary concepts are explicitly presented, frequently reviewed, and recycled to reinforce student understanding through a variety of activities that target multi-learning modalities. Grammatical structures are clearly and concisely defined and modeled with sample content sentences. Students are encouraged to apply their knowledge of English grammar to make comparisons. They are continually prompted to use Spanish in cultural contexts and enhance their critical thinking skills to make cultural connections and comparisons. Authentic realia such as films, videos, restaurant menus, songs, poetry, podcasts, and documentaries expand students' linguistic cultural framework.

ASSESSMENT

Assessments are utilized to check for student comprehension and evaluate student progress. They are used as a way to identify student needs and modify instruction accordingly. The course incorporates assessments that offer a communicative approach to testing by eliciting open-ended, personalized responses comprehensive in scope and discrete answers. Diagnostic testing is used to assess students' readiness for the listening, reading, and writing activities included in each lesson. Online assessments in the Maestro grade book monitor students' progress, highlight problems, and recommend appropriate study paths that allow students to develop as reflective learners. Cumulative tests assess students' spiraling knowledge of vocabulary and grammar and evaluate listening, speaking, reading, and writing abilities. Students are expected to demonstrate self-motivation, creativity, and accuracy on an intermediate level. Tests are differentiated according to classroom and students' needs. Rubrics are used throughout the course to evaluate student progress.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course # 330 - SPANISH IV (2)

DESCRIPTIVE OVERVIEW:

This course is designed for the student who has successfully fulfilled the requirements for the Spanish 2 Advanced level class. Students will continue to develop proficiency in listening, speaking, reading, writing, and cultural understanding, emphasizing higher-order thinking skills. The course is aligned with the Massachusetts Frameworks and promotes the learning of Spanish in order to be able to communicate with native speakers and to foster an understanding of their many cultures. Creativity, a willingness to use the target language exclusively, and an ability to work independently and in groups are essential components to achieve success in this course. Ancillary materials are incorporated that reinforce a multi-sensory approach support student learning.

GOALS AND OBJECTIVES:

Students will be able to:

- Listen to and understand native speakers from a variety of authentic sources, such as films, videos, internet, and personal contacts.
- Speak in Spanish at an intermediate level on a variety of subjects related to self.
- Communicate in Spanish on a variety of subjects related to the world beyond them.
- Respond in Spanish to questions and opinions expressed by a variety of speakers.
- Read a variety of Spanish texts of different lengths.
- Participate in class discussions analyzing the main ideas of texts in Spanish as well as speaking about cultural norms and mores.
- Write paragraphs, essays, letters and narratives in Spanish at an intermediate level.
- Self and peer edit writing samples to improve orthography, grammar, and vocabulary.
- Increase oral proficiency through self-monitoring and correction and circumlocution.
- Research information about Spanish and Hispanic culture using a variety of resources.
- Compare and contrast their own culture to that of the cultures, practices and products they study.

TEXT

Abriendo Paso: Lectura, Pearson/ Prentice Hall

Conversaciones Creadoras, Houghton Mifflin Company

INSTRUCTIONAL MODEL

Each term of the Spanish four year focuses on a different region of the Spanish speaking world. Students are introduced to the culture, grammar and vocabulary through reading authentic short stories and texts in Spanish. Grammar points are introduced visually using the accompanying texts, and later practiced through a variety of conversational, listening, speaking and writing activities. Grammar activities vary from controlled to open-ended and new vocabulary is interwoven throughout the lesson. Study hints are given to help students with strategies for production and retention. Students are given strategies to help them decode new words and ideas through using contextual clues. At the end of each unit students write using the new structures learned, while implementing the process-writing approach. Culture is presented by way of reading cultural summaries of celebrations and other norms and mores. Technology is used to support instruction throughout all units of study. Examples of technology that are used are: Microsoft PowerPoint, Smart board, Virtuoso Major Language Lab, Microsoft Word and Publisher, and Edmodo. Email is used frequently for communication between students and teacher.

ASSESSMENT

Students are assessed daily based on their participation in class activities. Formative assessments include quizzes and tests on speaking, listening, reading comprehension, and writing. Informal assessments include daily participation and activities assigned as homework or classwork. Summative assessments are obtained through a combination of performance-based, mid-year or final projects or exams that incorporate artwork, visuals, short paragraphs, videos, and skits. Students are requested to have a Spanish notebook and folder. All student work is expected to be organized, researched, and timely. Advanced students will learn at an accelerated pace, required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling rigorous course work.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #331 - SPANISH IV (3)

DESCRIPTIVE OVERVIEW:

This course is designed for the student who has successfully fulfilled the requirements to elect upper standard Spanish 4. Students will continue to develop proficiency in listening, speaking, reading, writing, and cultural understanding, emphasizing higher-order critical thinking skills. The course is aligned with the Massachusetts Frameworks and promotes the learning of Spanish in order to be able to communicate with native speakers and to foster an understanding of their many cultural differences and similarities. Creativity, a willingness to use the target language exclusively, and an ability to work independently and in groups are essential components to achieve success in this course. Ancillary materials are incorporated that reinforce a multi-sensory approach support student learning.

GOALS AND OBJECTIVES:

Students will be able to:

- Listen to and understand native speakers from a variety of authentic sources, such as films, videos, internet, and personal contacts.
- Speak in Spanish at an intermediate level on a variety of subjects related to self.
- Communicate in Spanish on a variety of subjects related to the world beyond them.
- Respond in Spanish to questions and opinions expressed by a variety of speakers.
- Read a variety of Spanish texts of different lengths.
- Participate in class discussions analyzing the main ideas of texts in Spanish as well as speaking about cultural norms and mores.
- Write paragraphs, essays, letters and narratives in Spanish at an intermediate level.
- Self and peer edit writing samples to improve orthography, grammar, and vocabulary.
- Increase oral proficiency through self-monitoring and correction and circumlocution.
- Compare and contrast their own culture to that of the cultures, practices and products they study

TEXTS

Albúm

Conversaciones Creadoras

INSTRUCTIONAL MODEL

Each term focuses on a different region of the Spanish speaking world. Students are introduced to the culture, grammar and vocabulary through reading authentic short stories and texts in Spanish. Grammar activities vary from controlled to open-ended and new vocabulary is interwoven throughout the lesson. Study hints are given to help students with strategies for production and retention. Reading selections are chosen to represent the different regions of the Spanish-speaking world, and strategies are provided to help decode new words and ideas through contextual clues. Students write using the new structures learned, while implementing the process-writing approach. They are encouraged to use a variety of supporting materials such as the Internet, dictionaries, and help manuals to help with comprehension and production. Technology is used widely throughout the learning process. Students are encouraged to use word-processing, publishing, and presentational software as they write assignments and presentations. In the classroom, the Smart board is used for presentation and allowing the class notes to be uploaded to the teacher website for additional review. Class assignments are listed on the teacher website (Edmodo) and students use email to contact the teacher.

ASSESSMENTS

Students are assessed daily based on their participation in class activities. Formative assessments include quizzes and tests on speaking, listening, reading comprehension, and writing. Informal assessments include daily participation and activities assigned as homework or class work. Summative assessments are obtained through a combination of performance-based, mid-year or final projects or exams that incorporate artwork, visuals, short paragraphs, videos, and skits. Students are requested to have a Spanish notebook and folder. All student work is expected to be organized, researched, and timely.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #332 (L2) / Course #333 (L3) - SPANISH V (2/3)

DESCRIPTIVE OVERVIEW

The core philosophy of the course is an interconnected approach to language learning in a global context through five goal areas, communication, cultures, connections, comparisons, and communities. The focus is on communication and the consolidation of the language skills acquired previously. This course requires that students have an intermediate level of proficiency in the interpersonal, interpretative, and presentational modes of language acquisition. Students will connect and compare their understanding of the similarities and differences we share with the countries studied through a deeper focus on critical thinking. They will discuss and write about current themes that are relevant, controversial and of interest to today's students. Intermediate college-level texts are used that include representative Spanish and Latin American literature, history, and comparative cultural similarities and differences. Grammatical structures will be reviewed in context as needed.

GOALS AND OBJECTIVES

Students will be able to:

- Continue to develop their ability to understand native speakers via authentic sources such as; news casts, movies, the internet, personal contacts, TV programs, etc.
- Converse using a broad range of vocabulary on an intermediate level to express opinions, hopes and wishes. They will debate, present, synthesize information, etc.
- Read with relative ease a variety of literary genres of representative authors from the Spanish-speaking world.
- Write logically, effectively, creatively, and clearly incorporating advanced vocabulary, idiomatic expressions, and grammatical structures.
- Self and peer edit writing and speaking samples to improve pronunciation, grammar, vocabulary, and orthography.
- Research, examine, and compare the practices, perspectives, and products of the cultures studied with their own.
- Appreciate the ability of speaking another language as a life-long skill required in the global community in which we now live and understand that this skill may be used in future career choices.

TEXTS

Revista, 2nd edition, Vista Higher Learning
Mundo 21, Houghton Mifflin
Conversación y Controversia, Pearson Prentice Hall
Supplementary CDs, DVDs, videos, Internet activities, Spanish news papers and TV programs, etc.

INSTRUCTIONAL MODEL

Instruction is conducted in Spanish. The main goal for students is to be able to communicate on an intermediate level in the target language. Various instructional strategies and techniques are incorporated including; pair and small group communicative activities, whole class and group discussions or debates around a specific theme or subject. Also included are; multimedia performance-based presentations, skits, and opportunities for self and peer editing and self revision. Instruction includes a variety of activities that promote advanced vocabulary acquisition and grammatical usage, listening comprehension, and process writing. Reading skills develop as the students read texts that increase with difficulty over the year. An important component of this course is the Sony Virtuoso Language Lab where students utilize the latest technology to reinforce their language skills through text chatting, sharing screens and mice, internet discussion boards, and Skype to communicate with Spanish students locally and in Spanish-speaking countries.

ASSESSMENT

Performance assessments are widely used to determine what students know and how they are able to express themselves both orally and in writing. Assessments focus on how well students can apply what they have learned. Students are assessed in a variety of ways that reflect the various linguistic skills central to the course in the classroom and in the language lab. This variety provides multi-learning style students a pathway to success and encourages all students to improve in all areas of language acquisition. All five skills are evaluated through both traditional and performance-based assessments. Listening is assessed through listening comprehension exercises, class discussions, and comprehension of recorded media or live presentations. Speaking is evaluated through daily question and answer activities, individual, paired or group discussions or presentations, video projects and daily participation. Reading is assessed through written or oral responses or class discussions about reading selections or literary works. Writing is evaluated through compositions, essays, open-ended questions, and creative writing projects. Many forms of assessments are accompanied by a rubric designating scoring criteria. Advanced students will learn at an accelerated pace, required to sharpen writing and problem solving skills, study in greater detail, and develop study skills for tackling more rigorous course work.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course # 334/335 - AP SPANISH LITERATURE/LANGUAGE

DESCRIPTIVE OVERVIEW

The goal of this course is to prepare students to perform at high levels of proficiency in the five basic language skills: listening, speaking, reading, writing, and cultural understanding. The guidelines meet the ACTFL proficiency standards for advanced students. Upon completing the course, students are expected to comprehend formal and informal Spanish and to speak and write with a high level of accuracy. Also, students should be able to read and analyze authentic literature written in Spanish. This course challenges able students to obtain college credit or upper level placement. Seniors enrolled in the class are required to take the AP Spanish Language examination in the spring and to pay the required fees. In addition, students selected for the two-year literature and language preparation are required to take both AP Spanish Literature and AP Spanish Language exams at the end of their senior year.

GOALS AND OBJECTIVES

Students will be able to:

- Comprehend the essentials of conversations between native educated Spanish speakers.
- Understand spoken Spanish from recorded material such as radio programs, telephone conversations, films, and music.
- Speak with an accent that does not interfere with communication.
- Hone their verbal skills to spontaneously speak about a wide variety of topics, express opinions, narrate, describe and explain.
- Demonstrate a good command of grammatical forms and syntactic patterns.
- Demonstrate proficiency in critical reading skills and critical thinking ability.
- Enhance and refine their writing skills in terms of structure and substance and demonstrate grammatical accuracy in their written and oral expression.
- Write effectively under time constraints.
- Be aware of the rich cultural diversity of Spain, Central, and South American countries, as well as the historical movements which shaped the culture, particularly the literature, of Spanish-speaking countries.

TEXTS

Una Vez Más, Couch, McCann, Rodríguez-Walter, Rubio-Maroto
A.P. Spanish: Preparing for the Language Examination, 3rd Edition, Díaz
Abriendo Paso, Díaz, Nadal, Collins
Momentos cumbres de las literaturas hispánicas, Rodríguez

INSTRUCTIONAL MODEL

Students participate in listening, reading, writing, and speaking activities, many of which simulate the A.P. Exam. Students examine both speaking and writing models to compare with their own work. In addition, the class is conducted entirely in Spanish. Both students and teachers use Spanish 100% of the time in order to maximize speaking practice while minimizing anxiety about speaking Spanish “off the top of one’s head.” TPR is also incorporated when difficulty in understanding occurs; it is better to act out a word or phrase rather than just translating into English. Frequently members of the class participate in paired activities and small group or class discussions. Finally, the grammar and vocabulary reviewed during the year is constantly recycled to maximize retention.

ASSESSMENT

Student progress is measured in a variety of ways. The largest assessments are the full-length practice A.P. Exams given at the middle and end of the year. Based on their performance on these three exams, students can gauge their progress and identify their problem areas. Next are grammar and vocabulary assessments, which take on a variety of forms: written and spoken narratives, visual presentations, small group products, and essays. These activities are usually evaluated with a rubric. For essays and speaking activities, a rubric that is loosely based on the A.P. Exam rubric is used so students can more easily isolate their areas of weakness and focus on improving them. Finally, students participate in informal classroom activities that are not always graded, but are important to help students feel at ease speaking and thinking in Spanish. Whether working on a graded assignment or not, students are always expected to form and defend opinions, analyze, and think critically in the target language.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #341 - LATIN I

DESCRIPTIVE OVERVIEW

This is an introductory level course designed to provide students with the fundamental aspects of the Latin language. The material is presented in the historical context of ancient Rome, exposing students to Classical society and customs. By learning Latin vocabulary, grammar, and syntax, students will complete various grammar exercises and develop skills to read and understand simple, adapted and authentic Latin prose. Students will recognize the relationship between English and Latin vocabulary, as well as appreciate the influence of Classical civilization on modern society.

GOALS AND OBJECTIVES

Students will be able to:

- Demonstrate an understanding of Latin case endings and both the indicative and imperative verb inflections
- Analyze English and Latin sentences in order to translate from one language to the other
- Learn a substantial amount of Latin vocabulary
- Show their understanding of Latin passages by answering comprehension questions
- Discuss and analyze aspects of Roman history and culture
- Enhance their English vocabulary through the study of Latin

TEXT

Latin for Americans, First Book

INSTRUCTIONAL MODEL

Specific vocabulary is presented and discussed with an emphasis on appropriate English derivatives. Latin I grammar concepts are presented with appropriate exercises, both orally and in writing. Reinforcement of these concepts is accomplished through a combination of teacher-directed review, small group work, and individual work. A Latin passage emphasizing new vocabulary and either new or review grammar is presented and discussed. Reading is the focus of discussion and provides authentic cultural and historical content. The teacher utilizes appropriate word games, videotapes, computer programs, and cultural activities to reinforce and /or supplement the linguistic material. As the year progresses and more fundamental grammar is presented, students concentrate on reading and understanding the Latin passages using knowledge of grammar and syntax as a means of comprehending the original Latin.

ASSESSMENT

Based on frequent written quizzes and tests as well as class participation, evaluation is continuous and extensive. These evaluation instruments are both standardized and teacher generated. Homework assignments are a critical component in this process. A midyear and a final exam are used to measure cumulative mastery. A project involving the Latin language and Roman culture/history is another means by which students are evaluated.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #342/343 - LATIN II (2/3)

DESCRIPTIVE OVERVIEW

After reviewing vocabulary, grammar, and syntax of Latin I, Latin II presents additional vocabulary as well as more sophisticated Latin grammar and syntax. The forms and uses of the subjunctive and common irregular verbs are the focus of the first half of this course. In the second half of the year, there is a concentration on reading adapted Latin passages and subsequently, Latin written by ancient authors. These Latin readings provide a context to learn new vocabulary and grammatical concepts as well as information about Roman culture and history.

GENERAL GOALS

Students will be able to:

- Demonstrate a command of grammatical concepts and vocabulary that was presented in Latin I
- Demonstrate an understanding of forms and uses of the Latin subjunctive mood
- Show their understanding of the forms and uses of Latin participles, gerunds, deponent verbs, and common irregular vocabulary
- Analyze English and Latin sentences in order to translate from one language into the other
- Demonstrate their ability to understand the meaning of English vocabulary derived from Latin

TEXT

Latin for Americans, Second Book

INSTRUCTIONAL MODEL

A Latin reading is presented to provide a context for reinforcement of previously learned vocabulary and grammar and to introduce new linguistic material with an emphasis on English derivatives. . The passage is read aloud and translated and becomes the focus of discussion and provides the authentic cultural and historical context to learn the new vocabulary and grammar. The teacher uses appropriate word games, videotapes, computer programs, and other material to reinforce and/or supplement the learning of the language. More fundamental grammar is presented and students concentrate on reading and understanding Latin using their knowledge of grammar and vocabulary as a means of comprehending original Latin works.

ASSESSMENT

Based on frequent written quizzes and tests as well as class participation, evaluation is continuous and extensive. These evaluation instruments are both standardized and teacher generated. Home work is a crucial component in this process. Students' ability to translate authentic Latin quotes and recognize vocabulary in context are monitored through daily classroom activities. A midyear and a final examination are used to measure cumulative mastery. Level 2 students are required to complete additional assignments. Their tests and quizzes are differentiated and graded according to a more rigid scale than that of level 3 students. The midyear and final examinations are also differentiated by additional level 2 material and a more stringent grading scale.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #344/345 - LATIN III (2/3)

DESCRIPTIVE OVERVIEW

Latin III is a survey of Latin literature, including selections from original drama, poetry, history, oratory, and letters. These authentic readings present a wide range of opportunity to improve Latin reading skills and learn about Roman culture and its influence on modern Western Civilization. While considering these ancient Latin works, students are encouraged to identify, explain, and appreciate the contributions of Classical society to our own.

GOALS AND OBJECTIVES

Students will be able to:

- Read, understand, discuss, and analyze selected original works.
- Learn new vocabulary in the context of Latin readings
- Identify grammatical structures in the context of Latin reading passages
- Recognize English derivatives from Latin vocabulary
- Recognize defining traits characteristic of specific authors and genres
- Learn about meter in Latin poetry
- Learn about the life, times, styles, and influence of specific Roman authors
- Discuss and analyze the political and social significance of selections of Latin literature according to the context in which they were originally composed

TEXTS

Latin for Americans III, Latin: Our Living Heritage III, Using Latin III

INSTRUCTIONAL MODEL

The cultural and historical context of a piece of Latin literature is presented through lecture and information provided in the textbook. The literary genre is discussed and any other appropriate material is presented. A portion of this Latin work itself is read and translated by the teacher and students and translated into English. There is discussion about context, style, tone, and theme of the passage. Students maintain notebooks which record information on complicated grammar, new vocabulary, points of literary or historical significance, and English derivatives related to the Latin in the passage. Students and teacher compare the Latin work with relevant modern works.

ASSESSMENT

Based on frequent written quizzes and tests as well as class participation, evaluation is continuous and extensive. The student's understanding of specific Latin passages is ascertained through his/her accuracy of translation, identification of grammatical forms, recognition of vocabulary, and discussion of different aspects of Latin passages. Homework assignments are a crucial component in this process. A midyear and a final examination are used to measure cumulative mastery. Level 2 students are required to complete additional assignments. Their tests and quizzes are graded according to a more rigid scale than that of level 3 students. The midyear and final examinations are also differentiated by additional level 2 material and a more stringent grading scale.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #346/347 - LATIN IV (2/3)

DESCRIPTIVE OVERVIEW

Latin IV is primarily a study of the Golden Age of Latin literature. The works studied are Vergil's Aeneid and the poetry of Horace. In addition, poetry of Ovid and a novel by Petronius are studied. Using these works as a base, the evolution of epic literature through European history is considered. Latin IV includes a review of Roman Republican and Imperial culture and history. Through these works of Latin literature, the course offers insight into how the Roman civilization became a dominant force in the Western World through its superb military organization, system of universal law and government, and ideals of civic virtue.

GOALS AND OBJECTIVES

Students will be able to:

- Read, understand, discuss, and analyze original Latin passages from the original works
- Learn new vocabulary in the context of Latin readings
- Identify grammatical structures in the context of Latin readings
- Recognize English derivatives from Latin vocabulary in reading passages
- Learn basic characteristics of epic literature
- Learn about the life, times, styles, and influence of specific Roman authors
- Identify literary devices employed in various Latin readings
- Discuss and analyze the political, social, and literary implications of the Latin literature they read

TEXTS

Our Latin Heritage IV, Fourth year Latin,

INSTRUCTIONAL MODEL

The cultural and historical context of the passage is presented through lecture and information provided in the textbook. The literary genre is discussed and additional material is also presented. A portion of the work itself is read aloud in class by teacher and students and translated into English. There is discussion about the content, style, tone, and theme of the passage. Students maintain notebooks which record information on the more complicated grammar, new vocabulary, points of literary or historical significance, and English derivatives related to the Latin in the passage. Students and teacher compare the Latin work with relevant modern works.

ASSESSMENT

Based on frequent written quizzes and test as well as class participation, evaluation is continuous and extensive. The student's understanding of specific Latin passages is ascertained through his/her accuracy of translation, identification of grammatical forms, recognition of vocabulary, and discussion of different aspects of the passage. Homework is a crucial component in the process. A student project is also used to evaluate the student's understanding of Roman culture. A midyear and a final examination are used to measure cumulative mastery. Level 2 students are required to complete additional assignments. Their tests and quizzes are differentiated and graded according to more rigid scale than that of level 3 students. The midyear and final examinations are also differentiated by additional level 2 material and a more stringent grading scale.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #349 - AP LATIN: VERGIL

DESCRIPTIVE OVERVIEW

Focusing on Vergil's *Aeneid*, this course follows the syllabus established by the College Board with the objective of preparing students to take the Advanced Placement Latin Examination on Vergil in May of the year. The course is designed to allow students to demonstrate on that test the knowledge, understanding, and skills equivalent to those gained by college students who have successfully completed a college-level intermediate course in Vergil.

GOALS AND OBJECTIVES

Students will be able to:

- Develop a proficiency in accurate translation
- Demonstrate understanding of Latin grammar and syntax
- Appreciate the poetic meter and literary techniques of Vergil
- Analyze Vergil's style
- Show their familiarity with figures of speech commonly used by Vergil
- Demonstrate their knowledge of pertinent Roman cultural, social, and political history and the tradition of epic literature.

TEXT

Vergil's Aeneid: Selections from Books 1, 2, 4, 6, 10, and 12 (Boyd)

INSTRUCTIONAL MODEL

Students are assigned lines from Vergil's *Aeneid* to translate into English as a homework exercise. In the next class, the teacher first calls on students to review the translation from the previous class period. Then, the teacher checks the homework and asks individuals to read from those assignments. The teacher is careful to make sure that the translations are as literally accurate as possible. After reviewing the homework, students translate more lines in class. Again literal accuracy is stressed. There is then discussion and analysis of theme, motifs, scansion, rhetorical figures, and historical and cultural references.

ASSESSMENT

Major tests reflect the format of the AP Examination given in May. Multiple choice questions, translation, and English essays are presented in these tests. Frequent vocabulary quizzes are employed to ensure retention. Homework assignments are a critical component in this process. Specific essay questions are also assigned to students to be completed at home. The grading of the tests is in compliance with the methods used by the College Board.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #350/352 - CHINESE I

DESCRIPTIVE OVERVIEW

Chinese 1 will introduce students to the four skills of the Mandarin language – speaking, reading, writing, and listening. By the end of the course, students will be able to use the Chinese phonetic system (*pinyin*), read and write the characters taught in class (corresponding to Integrated Chinese Level 1 Part 1, chapters 1-8, with additional characters as introduced by the instructor), write short essays about self, family, friends, school, hobbies, etc., and engage in simple daily conversation. Equally important will be the introduction to Chinese culture, history, and geography. By understanding the culture, history, and geography of China, students will better understand the foundations of the Chinese language and be better equipped to interact with native Chinese speakers in a culturally appropriate way.

GOALS AND OBJECTIVES

Students will be able to

- Introduce themselves by exchanging greetings, telling their name, age, and nationality, and will be able to ask others for this information
- Make appointments and discuss when and where things happen
- Discuss their daily schedules and routines
- Speak about hobbies, expressing what they like and dislike
- Describe their family and family members, using culturally appropriate vocabulary
- Describe their study habits, explain which classes they like (or dislike) and why.

TEXTS

Integrated Chinese Level 1, Part 1 Textbook – Simplified version (Tao-chung Yao, et al, Cheng & Tsui Co.)

Integrated Chinese Level 1, Part 1 Workbook – Simplified version

Integrated Chinese Level 1, Part 1 Character Workbook

INSTRUCTIONAL MODEL

Each chapter is broken into two sections, each of which features a dialogue. Each dialogue introduces new vocabulary and grammar structures. Students listen and read about common activities and learn about how people in the Chinese-speaking world deal with these activities. Students then draw on these materials to express their own needs and interests using the chapter's grammar and vocabulary. Communication is developed through a variety of activities, varying from paired conversation prompts, student-written skits which allow students to personalize the language, and substitution and repetition activities. Students gain listening comprehension skills through various listening activities on the Integrated Chinese companion CDs and on Chinese-language websites selected by the instructor. Writing proficiency is developed beginning with short paragraphs related to the communicative themes in each chapter. Additionally, students practice writing out the skits that they write in class and progress to writing letters, short essays, and other functional materials.

ASSESSMENT

Student assessment includes group communicative activities, quizzes and tests, listening comprehension activities and written paragraphs and essays. In addition, students create various projects related to the geographical, cultural, and communicative themes of each chapter. Students are also assessed on short dialogues and class presentations in Chinese using thematic vocabulary and grammar concepts. Students are informally assessed on a day-to-day basis through oral and written participation during class.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #351/353CHINESE II

DESCRIPTIVE OVERVIEW

Chinese 2 will expand upon the four skills introduced in Chinese 1 – reading, writing, speaking, and listening. We will pick up where Chinese 1 left off and begin with lesson 9 in the textbook. Students will become familiar with the grammar and vocabulary associated with school life, shopping, weather, transportation, ordering food, and celebrating holidays. Equally important will be the introduction to Chinese culture and history. By understanding the culture and history of China, students will better understand the foundations of the Chinese language and be better equipped to interact with native Chinese speakers in a culturally appropriate way.

GOALS AND OBJECTIVES

The general goals of this course are as follows:

- Provide students with opportunities to give and obtain basic information in Chinese
- Enable students to understand and interpret written and spoken Chinese on various topics
- Develop students' understanding of the cultural practices and perspectives of various areas of the Chinese-speaking world
- Show students how to relate Chinese vocabulary, grammar, and culture to other educational disciplines in a meaningful way
- Encourage students to use Chinese within and beyond the classroom to interact with others in a meaningful way

The specific objectives of this course are as follows:

- Students will learn to describe the size and color of clothing and learn about the role of bargaining in Chinese culture. Students will practice talking about price and bargaining for the best price.
- Students will describe the weather and typical weather patterns associated with each season
- Students will learn to describe events in sequence
- Students will ask for and give directions and talk about using various modes of transportation
- Students will learn about the culture associated with Chinese food and practice ordering various dishes
- Students will learn about the culture associated with Chinese holidays and describe what they do to celebrate birthdays
- Students will describe their physical well-being and learn how to ask for a doctor and explain what is wrong with them

RESOURCES AND REFERENCES

- Texts:
 - Integrated Chinese Level 1, Part 1 Textbook – Simplified version (Tao-chung Yao, et al, Cheng & Tsui Co.)
 - Integrated Chinese Level 1, Part 1 Workbook – Simplified version
 - Integrated Chinese Level 1, Part 1 Character Workbook
 - Integrated Chinese Level 1, Part 2 Textbook – Simplified version
 - Integrated Chinese Level 1, Part 2 Workbook – Simplified version
- CDs
 - Integrated Chinese Multimedia Companion
- Chinese-English dictionaries
- Appropriate films and videos related to cultural and communicative themes

INSTRUCTIONAL MODEL

Each chapter is broken into two sections, each of which features a dialogue. Each dialogue introduces new vocabulary and grammar structures. Students listen and read about common activities and learn about how people in the Chinese-speaking world deal with these activities. Students then draw on these materials to express their own needs and interests using the chapter's grammar and vocabulary. Each chapter is supplemented by workbook exercises which allow students to practice using the chapter's grammatical structures. Each chapter is also supplemented by the character workbook, which instructs students on the correct formation of each character and gives exercises for practice. Communication is developed through a variety of activities, varying from paired conversation prompts, student-written skits which allow students to personalize the language, and substitution and repetition activities. Students also gain listening comprehension skills through various listening activities on the Integrated Chinese companion CDs and on Chinese-language websites selected by the instructor. Writing proficiency is developed through the use of student-written skits which allow students to personalize the language. Students write letters, short essays, menus, and other functional materials.

ASSESSMENT

Student assessment includes group communicative activities, quizzes and tests, listening comprehension activities and written paragraphs and essays. In addition, students create various projects related to the geographical, cultural, and communicative themes of each chapter. Students are also assessed on short dialogues and class presentations in Chinese using thematic vocabulary and grammar concepts. Students are informally assessed on a day-to-day basis through oral and written participation during class.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #354/355 - CHINESE III

DESCRIPTIVE OVERVIEW

Chinese 3 will expand on existing skills in reading, writing, listening, and speaking. During this year, students will decrease their reliance on Chinese pinyin and begin to read and write exclusively in Chinese characters. Students will become familiar with the vocabulary and grammatical structures necessary to communicate with native speakers on new topics, including visiting the doctor, dating, travel, renting an apartment, and visiting the post office. Equally important will be the introduction to Chinese culture and history. By understanding the culture and history of China, students will better understand the foundations of the Chinese language and be better equipped to interact with native Chinese speakers in a culturally appropriate way.

GOALS AND OBJECTIVES

Students will be able to:

- Expand their use and understanding of Chinese characters, eventually using only characters to read and write in Chinese
- Describe their physical well-being and learn how to ask for a doctor and explain what is wrong with them
- Describe a date, accept or politely decline an invitation, and learn about the Chinese concept of “saving face”
- Describe their living space, call a landlord with questions about an apartment for rent, and make an offer to rent an apartment
- Engage in conversations with post office workers to find out how to send various types of packages, including prices and insurance. Students will choose appropriate gifts for family members and discuss how to ship them, and learn about differences between American and Chinese post offices.
- Learn about popular sports in China and discuss their favorites. They will also discuss what sports they do not like and why, and why sports are good for your health. They will compare American and Chinese sports.
- Discuss travel plans and purchase airline tickets, including asking for a discount. They will learn how to obtain the necessary documentation required to travel to China.

TEXT

Integrated Chinese Level 1, Part 2 Textbook - Simplified version (Tao-cheng Yao, et al, Cheng & Tsui Co.)

INSTRUCTIONAL MODEL

Each chapter is broken into two sections, each of which features a dialogue. Each dialogue introduces new vocabulary and grammar structures. Students listen and read about common activities and learn about how people in the Chinese-speaking world deal with these activities. Students then draw on these materials to express their own needs and interests using the chapter’s grammar and vocabulary. Each chapter is supplemented by workbook exercises which allow students to practice using the chapter’s grammatical structures. Each chapter is also supplemented by the character workbook, which instructs students on the correct formation of each character and gives exercises for practice

Communication is developed through a variety of activities, varying from paired conversation prompts, student-written skits which allow students to personalize the language, and substitution and repetition activities. Students also gain listening comprehension skills through various listening activities on the Integrated Chinese companion CDs and on Chinese-language websites selected by the instructor. Writing proficiency is developed through the use of student-written skits which allow students to personalize the language. Students write letters, short essays, menus, and other functional materials. Students will also begin to become familiar with the kinds of prompts on the AP exam, including story narration, email response, simulated conversation, and cultural presentation.

ASSESSMENT

Student assessment includes group communicative activities, quizzes and tests, listening comprehension activities and written paragraphs and essays. In addition, students create various projects related to the geographical, cultural, and communicative themes of each chapter. Students are also assessed on short dialogues and class presentations in Chinese using thematic vocabulary and grammar concepts. Students are informally assessed on a day-to-day basis through oral and written participation during class.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE**

Course #358/359 - CHINESE IV

DESCRIPTIVE OVERVIEW

Chinese 4 will expand upon the four skills introduced in earlier courses – reading, writing, speaking, and listening. Chinese 4 will culminate in the AP Chinese Language exam, which requires students to sustain discourse at an ACTFL Intermediate-Mid range. The Intermediate-Mid range is characterized by the ability to; create with the language by combining and recombining learned elements, though primarily in a reactive mode, initiate, minimally sustain, and close in a simple way basic communicative tasks, and ask and answer questions. Equally important will be the introduction to Chinese culture and history. By understanding the culture and history of China, students will better understand the foundations of the Chinese language and be better equipped to interact with native Chinese speakers in a culturally appropriate way.

GOALS AND OBJECTIVES

The specific objectives of this course are as follows:

- Learn to discuss increasingly abstract topics, including the nature and importance of love, and describe successes and defeats in their romantic endeavors
- Describe the origins of Shaolin kungfu and the benefits of kungfu as a form of exercise
- Compare American and Chinese sports and discuss the benefits and drawbacks of particular athletic activities
- Describe changes in the city of Beijing over the past 50 years, with special focus on Beijing’s famous tea houses. They will describe personal experiences and feelings clearly and precisely.
- Describe changes in fashion over time, including their preferences.
- Describe changes in Chinese culture as reflected in modern family life. They will ask questions and provide increasingly detailed responses.
- Describe the Chinese New Year and Chinese Moon festival, and give details about how each festival is celebrated in China. They will explain the origins of each festival and learn about the Chinese zodiac and symbolic meanings of certain foods.

TEXT

Jia You! Chinese for the Global Community, Textbook 1 (Thompson)

INSTRUCTIONAL MODEL

Students will draw on increasingly authentic and complex materials to learn about Chinese culture and habits. Each chapter features a reading which introduces new grammar and vocabulary. Students then draw on these materials to express their own needs and interests using the chapter’s grammar and vocabulary. Each chapter is supplemented by workbook exercises which are formatted to mimic the Chinese language AP exam. Students can practice reading, writing, and listening skills by using the workbook exercises. Communication is developed through a variety of activities, varying from paired conversation prompts, student-written skits which allow students to personalize the language, and substitution and repetition activities. Students also gain listening comprehension skills through various workbook listening activities and Chinese-language websites selected by the instructor. Writing proficiency is developed through the use of student-written skits which allow students to personalize the language. Students write letters, short essays, and other functional materials, many of which are developed to mimic the Chinese Language AP exam, including story narration and email response.

ASSESSMENT

Student assessment includes group communicative activities, quizzes and tests, listening comprehension activities and written paragraphs and essays. In addition, students create various projects related to the geographical, cultural, and communicative themes of each chapter. Students are also assessed on short dialogues and class presentations in Chinese using thematic vocabulary and grammar concepts. Students are informally assessed on a day-to-day basis through oral and written participation during class.