

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARIES
FOREIGN LANGUAGE
2016**

Course #350 – CHINESE I

DESCRIPTIVE OVERVIEW

Chinese I will introduce students to the four skills of the Mandarin language – speaking, reading, writing, and listening – and to the three communicative modes – presentational, interpretive, and interpersonal. 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), 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.
- describe their family and family members, using culturally appropriate vocabulary.
- make appointments and discuss when and where things happen.
- discuss their daily schedules and routines.
- talk about hobbies, expressing what they like and dislike.
- describe their study habits, explain which classes they like (or dislike) and why.

RESOURCES AND REFERENCES

- *Integrated Chinese Level 1, Part 1* Textbook – Simplified version, Cheng & Tsui Co.
- *Integrated Chinese Level 1, Part 1* Workbook – Simplified version, 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 compare the way these activities are completed in China and the United States. 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 character practice, emphasizing the recognition of radicals and the use of correct stroke order.

Communication is developed through a variety of activities, including but not limited to paired conversation prompts, student-written skits which allow students to personalize the language, information gaps, and question-and-answer activities. Students also gain listening comprehension skills through listening activities based on the textbook dialogue and vocabulary.

Writing proficiency is developed beginning with sentence-level discourse, building to short paragraphs related to the communicative themes in each chapter. Additionally, students will progress to writing letters, short essays, and other functional materials. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Student assessment includes group communicative activities, quizzes and tests, listening comprehension activities, reading comprehension activities, and written paragraphs. In addition, students create 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 SUMMARIES
FOREIGN LANGUAGE
2016**

Course #351/353 CHINESE II

DESCRIPTIVE OVERVIEW:

Chinese 2 expands upon the skills developed in Chinese 1. Students will continue to develop their skills in reading, writing, speaking, and listening, as well as their skills in presentational, interpretive, and interpersonal communication. Students will be familiar with grammar and vocabulary associated with the major themes of the course: shopping, transportation, weather, food, and holidays.

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:

- describe the size, color, and price of clothing and learn about the role of bargaining in Chinese culture. Students will practice talking about price and bargaining for the best price.
- describe the weather and typical weather patterns associated with each season.
- describe events in sequence.
- ask for and give directions and talk about using various modes of transportation.
- to order various Chinese dishes and describe the kind of food they like.
- describe what people in China do to celebrate holidays and to celebrate birthdays.

RESOURCES AND REFERENCES

- *Integrated Chinese Level 1, Part 1* Textbook – Simplified version, Cheng & Tsui Co.
- *Integrated Chinese Level 1, Part 1* Workbook – Simplified version, Cheng & Tsui Co.
- *Integrated Chinese Level 1, Part 2* Textbook – Simplified version, Cheng & Tsui Co.
- *Integrated Chinese Level 1, Part 2* Workbook – Simplified version, 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 compare the way these activities are completed in China and the United States. 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 character practice, emphasizing the recognition of radicals and the use of correct stroke order.

Communication is developed through a variety of activities, including but not limited to paired conversation prompts, student-written skits which allow students to personalize the language, information gaps, and question-and-answer activities. Students also gain listening comprehension skills through listening activities based on the textbook dialogue and vocabulary.

Writing proficiency is developed beginning with simple paragraph-level discourse and building to more descriptive paragraphs related to the communicative themes in each chapter. Additionally, students will

progress to writing letters, short essays, menus, and other functional materials. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Student assessment includes group communicative activities, quizzes and tests, listening comprehension activities, reading comprehension activities, and written paragraphs. In addition, students create 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 SUMMARIES
FOREIGN LANGUAGE
2016**

Course #354/355 - CHINESE III

DESCRIPTIVE OVERVIEW

Chinese III students will work to improve their proficiency, building on the foundation created in Chinese I and Chinese II. Students will continue to develop their skills in reading, writing, speaking, and listening, as well as their skills in presentational, interpretive, and interpersonal communication. During the course of the year, students will learn to communicate about increasingly abstract topics and to give more detailed explanations. Students will draw comparisons between Chinese culture and their own.

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:

- make an appointment with a doctor and discuss the specific symptoms of their illness. In addition, they will be able to understand a doctor's advice to them regarding medication (amount and frequency).
- make a date, describe a romantic relationship, and make a polite excuse
- describe their home, inquire about or describe an apartment for rent (price, furnishings, rooms, etc).
- talk about sports, give advice about an exercise plan, and discuss the pros and cons of various athletic activities. Students will compare popular sports in the US and China.
- discuss their 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.

RESOURCES AND REFERENCES

- *Integrated Chinese Level 1, Part 2* Textbook – Simplified version, Cheng & Tsui Co.
- *Integrated Chinese Level 1, Part 2* Workbook – Simplified version, Cheng & Tsui Co.
- Appropriate short stories and short novels selected by the instructor
- *Anna Mei Banfa*, Terry Waltz

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 compare the way these activities are completed in China and the United States. 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 character practice, emphasizing the recognition of radicals and the use of correct stroke order.

Communication is developed through a variety of activities, including but not limited to paired conversation prompts, student-written skits which allow students to personalize the language, information gaps, and question-and-answer activities. Students also gain listening comprehension skills through listening activities based on the textbook dialogue and vocabulary.

Writing proficiency is developed beginning with paragraph-level discourse and building to multi-paragraph essays related to the communicative themes in each chapter. Additionally, students will progress to writing 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 SUMMARIES
FOREIGN LANGUAGE
2016**

Course #358/359 – CHINESE IV

DESCRIPTIVE OVERVIEW

Chinese IV students will work to improve their proficiency, building on the foundation created in previous courses. Students will continue to develop their skills in reading, writing, speaking, and listening, as well as their skills in presentational, interpretive, and interpersonal communication. During the course of the year, students will learn to communicate about increasingly abstract topics and to give more detailed explanations. This course will be heavily focused on Chinese culture and history, and students will use the target language to learn about and discuss important cultural topics. Students will also make comparisons between Chinese culture and their own. By the end of this course, students will be better equipped to interact with native Chinese speakers in a culturally appropriate way.

GOALS AND OBJECTIVES

Students will be able to:

- describe the function of Chinese teahouses and their role in Chinese society
- describe famous places in China, including the Great Wall, the Terra Cotta Warriors, and Guilin's Li River. They will place important Chinese achievements in historical context.
- describe the reasons for and effects of China's one-child policy.
- 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.

RESOURCES AND REFERENCES

- *Chinese Language and Culture: An Intermediate Reader*, The Chinese University Press
- Nonfiction texts adapted from authentic materials by the instructor
- Appropriate short stories and short novels selected by the instructor

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.

Communication is developed through a variety of activities, including but not limited to paired conversation prompts, student-written skits which allow students to personalize the language, information gaps, and question-and-answer activities. Students also gain listening comprehension skills through listening activities based on the textbook dialogue and vocabulary.

Students will develop the ability to write descriptive multi-paragraph essays, focusing on appropriate connective devices and abstract language use. Students will use the language laboratory approximately once per cycle.

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 SUMMARIES
FOREIGN LANGUAGE
2016**

Course #361 – AP CHINESE LANGUAGE AND CULTURE

DESCRIPTIVE OVERVIEW

AP Chinese is a full-year course that covers the equivalent of a second-year (and /or the fourth semester) college Chinese course. It includes aural/oral skills, reading comprehension, grammar, and composition. The AP Chinese Language and Culture course is designed to provide students with varied opportunities to further develop their proficiencies across the three communicative modes: interpersonal (speaking, listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills); and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the Standards for Foreign Language Learning in for the 21st Century.

Developing appreciation and awareness of the Chinese cultures is an integral theme throughout the AP Chinese course. The course engages students in an exploration of both contemporary and historical Chinese culture. Course content reflects intellectual interests shared by the students and the teacher. This course challenges able students to obtain college credit or upper level placement. Students enrolled in the class are required to take the AP Chinese Language and Culture examination in the spring and to pay the required fees.

GOALS AND OBJECTIVES

Students will be able to:

- describe the function of Chinese teahouses and their role in Chinese society
- describe famous places in China, including the Great Wall, the Terra Cotta Warriors, and Guilin’s Li River. They will place important Chinese achievements in historical context.
- describe the reasons for and effects of China’s one-child policy.
- 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.

RESOURCES AND REFERENCES

- *Jia You! Chinese for the Global Community*, Cengage Learning
- *Chinese Language and Culture: An Intermediate Reader*, The Chinese University Press
- *How Far Away is the Sun? And Other Essays*, Cheng and Tsui
- *Teahouses in China and Other Stories*, Macmillan Press
- Nonfiction texts adapted from authentic materials by the instructor

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.

Communication is developed through a variety of activities, including but not limited to paired conversation prompts, student-written skits which allow students to personalize the language, information gaps, and question-and-answer activities. Students also gain listening comprehension skills through listening activities based on the textbook dialogue and vocabulary, as well as authentic materials.

Students will develop the ability to write descriptive multi-paragraph essays, focusing on appropriate connective devices and abstract language use. Students will conduct research and prepare presentations in the target language.

ASSESSMENT

Throughout the course, assessments are frequent, varied, and explicitly linked to the content and skills that comprise the learning goals of each unit of study. The course provides students with maximum exposure to authentic culture and language. Students apply their growing cultural knowledge to communicative tasks in real-life contexts and develop ability to write and speak in a variety of discourse styles, using both keyboarding and handwriting skills, to an audience of readers and listeners. Students also gain necessary knowledge of the Chinese language including vocabulary, idiomatic expressions, and grammatical structures.

In order to best prepare them for the AP exam, student responses on speaking and writing tasks will be judged using a rubric based on the AP Scoring Guidelines. They will be evaluated on task completion (including use of details and transitional/cohesive devices), fluency (including appropriate register) and language use (including grammar and use of appropriately varied vocabulary). Rubrics for each assignment will be provided to students in advance so that they will be best able to meet the requirements for each assignment.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARIES
FOREIGN LANGUAGE
2016**

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 focus on cultural awareness as well as on similarities and differences between the Francophone and our own cultures.

GOALS AND OBJECTIVES

Students will be able to:

- listen to native speakers via videos, internet, 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 in 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 syntax, correct grammar, and accurate spelling.
- learn and discuss various aspects of French culture and demonstrate an appreciation of similarities and differences between their own culture and that of Francophone countries.

RESOURCES AND REFERENCES

- *Discovering French: Bleu*, McDougall-Littell
- Accompanying ancillary 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 both traditional and performance-based methods. Listening is assessed through daily question-and-answer activities, class discussions, and comprehension exercises on quizzes and tests. Speaking is assessed through daily classroom activities, regular participation, skits, dialogues, and conversations with the instructor. Reading is assessed through written or oral responses. Writing is assessed through open-ended responses to test questions. Cultural knowledge will be assessed through class discussions and on quizzes and tests.

Students keep folders of their written work in the classroom. Their instructor expects them to contemplate their progress over the course of the year. Students' oral recordings are also saved on the school's network and progress in this area is analyzed by both the student and teacher.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARIES
FOREIGN LANGUAGE
2016**

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 emphasized all five skills: reading, writing, listening, speaking, and cultural awareness. Particular focus is placed on communicative skills as students will be expected to communicate clearly and accurately in written and oral activities. This course is for students who have the ability and motivation to progress at a faster pace. Students must be willing to devote more time to study outside of the classroom. Within the classroom, students must be committed to communicating in French and maintaining a high level of class participation. Most 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, as well as authentic materials available online.
- speak using new vocabulary and grammar constructions. They will be expected to demonstrate accuracy, fluency, and comprehensible pronunciation.
- give oral presentations and skits, participate in class discussions, and participate in small group or paired discussions.
- read level-appropriate stories and articles in French.
- distinguish between fact and opinion and be able to draw logical conclusions.
- write logical paragraphs and essays that incorporate new expressions and grammar constructions.
- demonstrate proper word order, spelling, and punctuation in writing.
- demonstrate proper word order, syntax, and pronunciation when speaking.
- explore, research, and discuss various aspects of Francophone cultures.
- demonstrate knowledge of cultural similarities and differences between their own culture and various Francophone cultures.

RESOURCES AND REFERENCES

- *Discovering French, Blanc*, McDougall-Littell
- accompanying ancillary materials
- Various authentic sources, including websites, videos, songs, and news reports

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 activities, and oral activities. Instruction incorporates

a variety of exercises that promote vocabulary and grammar acquisition, listening and reading comprehension, and the writing process. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

All five skills will be assessed at various points throughout the term via both traditional and performance-based methods. Listening is assessed through listening comprehension exercises on tests, quizzes, daily question-answer activities, class discussions, and comprehension of audio recordings.

Advanced students will learn at an accelerated pace. They will demonstrate creativity with the language. They will be required to sharpen writing and problem-solving skills, study in greater detail, and develop study skills for tackling rigorous course work both in this course and future courses.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARIES
FOREIGN LANGUAGE
2016**

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 emphasized all five skills: reading, writing, listening, speaking, and cultural awareness. Particular focus is placed on communicative skills as students will be expected to communicate clearly and accurately in written and oral activities. This course is for students who have the ability and motivation to progress at a moderate pace. Students must be willing to devote more time to study outside of the classroom. Within the classroom, students must be committed to communicating in French and maintaining a high level of class participation. Most 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, as well as authentic materials available online.
- speak using new vocabulary and grammar constructions. They will be expected to demonstrate accuracy, fluency, and comprehensible pronunciation.
- give oral presentations and skits, participate in class discussions, and participate in small group or paired discussions.
- read level-appropriate stories and articles in French.
- distinguish between fact and opinion and be able to draw logical conclusions.
- write logical paragraphs and essays that incorporate new expressions and grammar constructions.
- demonstrate proper word order, spelling, and punctuation in writing.
- demonstrate proper word order, syntax, and pronunciation when speaking.
- explore, research, and discuss various aspects of Francophone cultures.
- demonstrate knowledge of cultural similarities and differences between their own culture and various Francophone cultures.

RESOURCES AND REFERENCES

- *Discovering French*, Blanc, McDougall-Littell
- accompanying ancillary materials
- Various authentic sources, including websites, videos, songs, and news reports

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 activities, and oral activities. Instruction incorporates a variety of exercises that promote vocabulary and grammar acquisition, listening and reading comprehension, and the writing process. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

All five skills will be assessed at various points throughout the term via both traditional and performance-based methods. Listening is assessed through listening comprehension exercises on tests, quizzes, daily question-answer activities, class discussions, and comprehension of audio recordings.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARIES
FOREIGN LANGUAGE
2016**

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 emphasized 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*, McDougall-Littell
- accompanying ancillary materials
- *Troisieme Livre*, AMSCO

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, quizzes, class discussions and comprehension of recorded materials. Speaking is assessed through daily classroom activities and participation, skits and presentations, and conversations with the instructor. Reading is assessed through written and oral responses and 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.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARIES
FOREIGN LANGUAGE
2016**

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 emphasized 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 and respond to open-ended questions 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.
- demonstrate an increased appreciation of cultural similarities and differences between Francophone and their own cultures.

TEXTS

- *Discovering French, Rouge*, McDougall-Littell
- 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, and conversations with the instructor. Reading is assessed through written and oral responses and 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 SUMMARIES
FOREIGN LANGUAGE
2016**

Course # 315 - FRENCH IV (2)

DESCRIPTIVE OVERVIEW

This is a sequential course for students who have successfully completed either French III (2) or, upon teacher recommendation, French III (3). 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 four major linguistic skills: listening, speaking, reading, and writing. In addition to these skills, students will engage in 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

The general goals are to:

- expand students' knowledge of French grammar and syntax.
- expand students' vocabulary to enable them to speak and write confidently in a variety of situations.
- provide students strategies to be effective readers, writers, speakers, and listeners in French.
- provide students the skills to further their understanding of how language works by comparing French to their native language.
- promote students' personal use of French as a lifelong learner in the ever-changing global community.
- discuss other disciplines in the target language.
- expand and encourage the students' use of French through the internet and within their community for educational purposes and career opportunities.
- introduce students to authentic French literature and literary criticism.
- develop critical thinking that can be applied to future life situations.

The specific objectives are:

- Students will demonstrate increasing proficiency in reading, writing, speaking, and listening comprehension skills.
- Students will broaden and deepen their analytical skills with regards to authentic Francophone literature.
- Students will enhance and refine their writing skills in terms of structure, substance, and style.
- Students will demonstrate increasing proficiency in speaking and in critical listening abilities.

- Students will have opportunities to broaden their appreciation for other cultures through reading, travel, and other cultural activities.
- Students will develop skills in paraphrasing, circumlocution, and other strategies to avoid breakdowns in conversations.
- Students will infer meaning of both oral and written sources by recognizing familiar words and patterns.
- Students will be able to express personal opinions, both written and oral, in French.
- Students will demonstrate, in French, an understanding of concepts learning in other areas such as humanities, art, and music.

RESOURCES AND REFERENCES

- *Par Tout le Monde Francophone (Cours Intermédiaire)*, Longman Publishers
- Selected Francophone poetry
- Selected Francophone short stories
- « *Le Petit Prince* » Antoine de Saint Exupéry
- « *Rhinocéros* » Eugène Ionesco
- « *L'Étranger* » Albert Camus
- « *Huis Clos* » Jean-Paul Sartre
- « *Poursuite Inattendue* »: (a 12-part listening comprehension story for intermediate and advanced students) EMC Publishing
- « *Drôle de Mission* » : (a 12-part listening comprehension story for intermediate and advanced students) EMC Publishing
- Francophone films, including *Le Roi de Cœurs*, *La Bataille d'Algiers*, *Au Revoir, les Enfants*, *Le Petit Nicolas*, and *Argent de Poche*

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. 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 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. Students will use the language laboratory at least once per cycle.

ASSESSMENT

Students are assessed in a variety of ways that reflect the focus on the various linguistic skills central to the course. Assessment is both formal and informal. Informal assessment deals with the students' daily in-class participation. 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, 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 keep folders of their written work in the classroom. Their instructor expects them to contemplate their progress over the course of the year. Students' oral recordings are also saved on the school's network and progress in this area is analyzed by both the student and teacher. While enrolled in an advanced language course, students are expected to demonstrate responsibility for their progress and to take an active part in their learning process. The variety of assessments provides all styles of learners a pathway to success and 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 SUMMARIES
FOREIGN LANGUAGE
2016**

Course # 316 - FRENCH IV (3)

DESCRIPTIVE OVERVIEW

This is a sequential course for students who have successfully completed French III (3). 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 four major linguistic skills: listening, speaking, reading, and writing. In addition to these skills, students will engage in literary analysis of abridged French texts, which have been adapted for a non-native speaking audience. 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

The general goals are to:

- expand students' knowledge of French grammar and syntax.
- expand students' vocabulary to enable them to speak and write confidently in a variety of situations.
- provide students strategies to be effective readers, writers, speakers and listeners both in French and in other situations.
- provide students the skills to further their understanding of how language works by comparing French and their native language.
- promote students' personal use of French as life-long learners in the ever-changing global community.
- discuss other disciplines in the target language.
- expand and encourage the students' use of French through the internet and within their community for educational purposes and career opportunity.
- introduce students to authentic French literature and literary criticism.
- develop critical thinking that can be applied to future life situations.

The specific objectives are:

- Students will demonstrate increasing proficiency in reading, writing, speaking and oral comprehension skills.
- Students will broaden and deepen their analytical skills with regards to abridged Francophone literature.
- Students will enhance and refine their writing skills in terms of structure, substance, and style.
- Students will demonstrate increasing proficiency in speaking skills and critical listening abilities.

- Students will have opportunities to broaden their appreciation for other cultures through reading, travel and other cultural activities.
- Students will develop skills in paraphrasing, circumlocution and other strategies to avoid breakdowns in conversation.
- Students will infer meaning of both oral and written sources by recognizing familiar words and patterns.
- Students will be able to express personal opinions, both written and oral, in French.
- Students will demonstrate in French and understanding of concepts learned in other areas such as humanities, art, and music.

RESOURCES AND REFERENCES

- « *Par Tout Le Monde Francophone* », Longman
- Selected Francophone poetry
- Selected Francophone short stories
- « *Jean de Florette* » Marcel Pagnol
- « *Le Tour du Monde en Quatre-vingts Jours* » Jules Verne
- « *Poursuite Inattendue* »: (a 12-part listening comprehension story for intermediate and advanced students) EMC Publishing
- « *Drôle de Mission* » : (a 12-part listening comprehension story for intermediate and advanced students) EMC Publishing
- Francophone films, including *Jean de Florette*, *Manon des Sources*, *Le Tour du Monde en 80 Jours*, and *Le Petit Nicolas*

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 as to 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 francophone literature for its historical, philosophical and political meaning. Students will use the language laboratory at least once per cycle.

ASSESSMENT

Students are assessed in a variety of ways that reflect the focus on the various linguistic skills central to the course. 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, throughout 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, or dialogues. Reading comprehension is assessed both formally by comprehension questions as well as informally by class discussion and teacher-lead questioning.

Students keep folders of their written work in the classroom and are expected to contemplate their progress over the course of the year. Students' oral recordings are also saved on the school's network, and progress in this area is analyzed by both student and teacher. 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 SUMMARIES
FOREIGN LANGUAGE
2016**

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. 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 United States. 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.

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.
- continue to develop oral proficiency in order to be able to converse with native speakers on a variety of subjects.
- read, interpret and analyze literature or representative Francophone authors.
- write essays that express ideas, opinions, feelings in French.
- recognize and appreciate different cultures.
- develop the ability to express higher order thinking

INSTRUCTIONAL MODEL

The class will be conducted entirely in French. Various instructional strategies include pair and small learning groups, class discussions and debates, original skits, listening and oral activities. These strategies will allow students to connect language and community in a variety of formats. Instruction incorporates a variety of exercises which promote vocabulary acquisition, listening and reading comprehension as well as process writing. A weekly French TV news program will summarize headline news. Students will use the language laboratory at least once per cycle.

RESOURCES/REFERENCES

- *Controverses* with accompanying ancillary materials
- *Les Contes de Fee*, Charles Perrault
- A variety of literary genres from various sources
- Current event articles from various publications

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, 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, and creative writing projects.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARIES
FOREIGN LANGUAGE
2016**

Course # 318- FRENCH V (3)

DESCRIPTIVE OVERVIEW

This course offers an overview of contemporary French culture through literature and film with a review of vocabulary and grammar as needed. Students read, analyze and discuss the various literary genres. In addition, they write original endings or chapters for certain works and organize student led discussions. They choose themes related to the Francophone world, do research and make presentations in class. During the last term, they study La Nouvelle Vague – a French film movement in the 1950's.

GOALS AND OBJECTIVES

Students will be able to:

- Read, interpret and analyze French literature
- Analyze the themes and characteristics of literary and film movements in French
- Discuss the significance of French literature and film in French
- Recognize and appreciate different cultures
- Appreciate the value of speaking a second language as a useful life-long skill in a global community.
- Continue to develop oral proficiency in order to converse with native speakers on a variety of subjects.

INSTRUCTIONAL MODEL

This class will be conducted in French. Various instructional strategies include pair and small learning groups, class discussions, skits, listening, writing and speaking activities. Instruction incorporates a variety of exercises which promote vocabulary acquisition, listening and reading comprehension as well as process writing.

RESOURCES AND REFERENCES

- *La Tête d'un Homme*, George Simenon
- *L'Etranger*, Albert Camus
- *Le Petit Prince*, Antoine de Saint-Exupery
- *Une Fois Pour Toutes*, Pearson
- La Nouvelle Vague films

ASSESSMENT

Assessments include vocabulary and grammar quizzes as necessary. The primary focus is on how well students can apply what they have learned and how well they are able to express themselves both orally and in writing. Students prepare for and lead discussions, write original chapters or endings for *Le Petit Prince*, and prepare a debate for the second half of *L'Etranger*. All five skills are evaluated through both traditional and performance-based assessments on formal and informal bases.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course #308 - AP FRENCH

DESCRIPTIVE OVERVIEW

AP French Language and Culture is open to highly motivated students who have successfully completed French IV level 2 and who plan on taking the French Language and Culture AP exam. The course seeks to develop language skills (reading, writing, listening, and speaking), to broaden cross cultural understanding, and to introduce students to literary analysis of representative works of prose, poetry, and drama. 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

The general goals are to:

- provide students the ability to understand spoken French in various contexts.
- introduce students to cultural topics of the Francophone world based on the Cultural themes and sub-themes laid out by the College Board.
- enable students the ability to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French.
- provide students a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other nontechnical writings without dependence on a dictionary.
- enable students to formulate and express critical opinions and judgements in correct oral and written French.
- develop the students' ability to read and analyze critically and to discuss perceptively representative works of French literature.

The specific objectives are:

- Students will demonstrate increasing proficiency in critical reading skills and critical thinking abilities.
- Students will enhance and refine their writing skills in terms of substance, structure, and style.
- Students will demonstrate increasing proficiency in understanding authentic Francophone oral recordings.
- Students will understand authentic Francophone literary works and will further develop skills used in literary analysis.

- Students will refine their oral communication and be able to express themselves on a variety of topics.
- Students will improve skills in circumlocution and paraphrasing in order to maintain conversation.
- Students will continue to work towards mastery of French grammar and will continue to develop vocabulary.
- Students will make comparisons between Francophone cultures and their own.

RESOURCES AND REFERENCES

- *Cours supérieur*, Amsco
- *AP French: Preparing for the Language and Culture Examination*, Richard Ladd
- Released exams and free response questions from previous AP exams
- *Candide*, Voltaire
- *Moderato Cantabile*, Duras
- *L'école des femmes*, Molière
- *Les grandes marées*, Jacques Poulin
- *Je ne suis là pour personne*, Ceciel Philippe

INSTRUCTIONAL MODEL

Instructional techniques include essay and e-mail writing based on previous AP prompts, self -assessment of these writings, speaking exercises based on previous year's AP questions, 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 cultural topics, and reading exercises with multiple choice comprehension exercises. Various strategies helpful to prepare for the various parts of the AP exam are presented by the instructor and practiced throughout the course of the year. 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 curriculum are addressed by reading authentic French novels and plays, in class discussions of these works, and writings based on students reactions to these works. Students will use the language laboratory at least once per cycle.

ASSESSMENT

Students are assessed in a variety of ways that reflect the focus on the various linguistic and cultural topics dealt with in the course. Assessment is both formal and informal.

Informal in-class assessment includes students' daily speaking and oral comprehension. Daily homework informally assesses students' mastery of various grammatical concepts. Formal assessments include listening and reading exercises with multiple choice questions, essays and emails based on AP questions, written grammar quizzes and tests, written vocabulary quizzes, dictations, recorded speaking exercises, creative skits and presentations based on various cultural topics.

Students keep folders of their written work in the classroom and are expected to contemplate their progress over the course of the year. Students' oral recordings are also saved on the school's network and progress in this area is analyzed by both student and teacher over the course of the year and from year to year.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course #323 - SPANISH IA (3)

DESCRIPTIVE OVERVIEW

This course is open to all high school students. It is designed, along with Spanish IB, to fulfill the Hingham High School graduation requirement in Foreign Language, and/or to provide a basis for future Spanish study. Students develop an understanding of the Spanish language and culture through a variety of listening, speaking, reading, and writing activities. They work individually, in pairs and in groups on a variety of tasks which include fact-finding, explaining activities, interviewing, making requests and seeking directions. Students are expected to complete the first 5 chapters of the text, which emphasize the principles of the five C's of language learning, (Communication, Cultures, Connections, Comparisons, and Communities) with activities and strategies specifically focused on creating actively involved learners. Students are encouraged to express themselves articulately, interact meaningfully with others and become competent communicators in Spanish. Technology is incorporated into daily plans and enhances language learning. Students write and express ideas in simple sentences or short paragraphs. In addition, they create and present simple dialogues. As the year progresses more complex grammatical structures are taught to expand communication skills. When possible, authentic literature, music and art are presented in class.

GOALS AND OBJECTIVES

Students will be able to:

- Engage in interpersonal communication to provide and maintain information, express feelings and emotions, exchange opinions and present concepts and ideas
- Complete writing assignments that include short paragraphs and dialogues, emails and letters in order to further develop their vocabulary and grammar
- Develop beginning reading skills through short stories and dialogues, children's books and cultural readings that include level appropriate vocabulary and grammar.
- Demonstrate general knowledge of specific Spanish speaking countries and traditions as presented in the textbook and ancillary materials
- Engage in activities that require them to think critically and interpret spoken and written Spanish

RESOURCES AND REFERENCES

- *Espanol 1*, Santillana

- On-line ancillary materials: workbook, listening and speaking activities, review exercises

INSTRUCTIONAL MODEL

The instructional techniques of this course incorporate the five C's of language learning: communication, cultures, connections, comparisons, and communities. Each lesson includes a vocabulary section, four grammar topics, a reading selection, a writing assignment, a speaking assignment, a cultural reading and an overview of a Spanish speaking country. All concepts are presented to accommodate a variety of learning styles; visual, auditory and kinesthetic as well as social and individual. Presentations include on-line tutorials, YouTube videos, Google slideshows, SmartBoard manipulatives, Quizlet flashcards, Kahoot and Classtools review games, cultural and linguistic videos from a variety of sources, individual white boards, books, magazines, films and student generated visual aids.

Verbal and auditory presentations are performed in the classroom through questions and answers, paired or group work, dialogues and listening activities. In the language laboratory, which students will use approximately once per cycle, students will effectively communicate and record conversations and individual presentations. In addition, students will practice listening through authentic videos and listening materials. Kinesthetic presentations include games and TPR (Total Physical Response) as well as manipulative activities. The online component of the textbook is an important part of both the classroom and at home practice.

ASSESSMENT

Student progress is measured daily in a variety of ways. Both formal and informal assessments are important. Different forms of assessment provide opportunities for all students to succeed. The results of both formal and informal assessment are analyzed to plan future lessons. In each lesson, students are given a variety of assessments which include written quizzes and tests, essays, dialogues and individual speaking presentations, group projects, online activities, cultural and listening assignments. The goal of assessment is to encourage students to succeed and become life-long learners.

**HINGHAM HIGH SCHOOL
CURRICULUM GUIDE
FOREIGN LANGUAGE**

Course # 324 - SPANISH IA (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 Hingham High School foreign language graduation requirement. Students begin the process of attaining a basic level of proficiency in Spanish IA, and continue this process in Spanish I-B 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.

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 recognizing cognates and picture clues.
- develop writing that provides opportunities for creative and personal expression.
- show what they know and are able to do in the language through speaking, listening, reading and written tasks.
- use grammar in a lexical and contextual way in a logical sequence.
- demonstrate an understanding of the nature of language by comparing Spanish and English.
- recognize the critical sound distinctions between English and Spanish
- replicate, in the target language, concepts learned in other subject areas.
- explore cultural differences.

RESOURCES AND REFERENCES

¿Cómo te va? A, Nivel verde, McGraw-Hill Education

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. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Students are regularly assessed through 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 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 PUBLIC SCHOOLS
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course # 322 - SPANISH IB (3)

DESCRIPTIVE OVERVIEW

This course is open to high school students who have successfully completed Spanish I-A (323). It is designed, along with Spanish IA, to fulfill the Hingham High School graduation requirement in Foreign Language, and/or to provide a basis for future Spanish study.

Students increase their understanding of the Spanish language and culture through a variety of listening, speaking, reading, and writing activities. They work individually, in pairs and in groups on a variety of tasks which improve their communication skills. Students are expected to complete the last 5 chapters of the text, which continue to emphasize the principles of the five C's of language learning, (Communication, Cultures, Connections, Comparisons, and Communities) with activities and strategies specifically focused on creating actively involved learners. Students are expected to express themselves articulately, interact meaningfully with others and become competent communicators in Spanish in oral and written forms. Technology continues to enhance language learning and skills. Students write and express orally more complex dialogues, sentences and paragraphs in Spanish. As the year progresses increasingly complex grammatical structures are taught to expand communication skills. When possible, authentic literature, music and art are presented in class.

GOALS AND OBJECTIVES

Students will be able to:

- engage in interpersonal communication that expands their ability to provide and maintain information, express feelings and emotions, exchange opinions and present concepts and ideas
- complete writing assignments that include longer length paragraphs and dialogues, emails and letters that further develop their vocabulary and grammar
- exhibit their improved reading skills through more detailed short stories and dialogues, children's books and cultural readings.
- demonstrate general knowledge of specific Spanish speaking countries and traditions as presented in the textbook and ancillary materials
- participate in activities that require them to think critically and interpret spoken and written Spanish

RESOURCES AND REFERENCES

- *Espanol 1*, Santillana

- On-line ancillary materials: workbook, listening and speaking activities, review exercises

INSTRUCTIONAL MODEL

The instructional techniques of this course continue to incorporate the five C's of language learning. Each lesson incorporates a vocabulary section, four grammar topics, a reading selection, a writing assignment, a speaking assignment, a cultural reading and an overview of a Spanish speaking country that are increasingly complex. All concepts are presented to accommodate a variety of learning styles; visual, auditory and kinesthetic as well as social and individual. Presentations include on-line tutorials, YouTube videos, Google slideshows, SmartBoard manipulatives, Quizlet flashcards, Kahoot and Classtools review games, cultural and linguistic videos from a variety of sources, individual white boards, books, magazines, films and student generated visual aids.

Verbal and auditory presentations are performed in the classroom through questions and answers, paired or group work, dialogues and listening activities that demand additional thought and preparation as well as the incorporation of new material. Students will use the language laboratory approximately once per cycle. In the language laboratory, students expand their ability to communicate effectively and record conversations and individual presentations. Additionally, students improve their auditory skills by listening to more challenging authentic videos and listening materials. Kinesthetic presentations include games, role-plays and skits as well as manipulative activities. The online component of the textbook is an important part of both the classroom and at home practice.

ASSESSMENT

Student progress is measured daily in a variety of ways. Both formal and informal assessments are important. Different forms of assessment provide opportunities for all students to succeed. The results of both formal and informal assessments are analyzed to plan future lessons. In each lesson, students are given a variety of assessments which include written quizzes and tests, essays, dialogues and individual speaking presentations, group projects, online activities, cultural and listening assignments. The goal of assessment is to encourage students to succeed and become life-long learners.

**HINGHAM HIGH SCHOOL
CURRICULUM GUIDE
FOREIGN LANGUAGE
2016**

Course # 327 - SPANISH IB (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 IA, and continue the process in this course, Spanish IB. 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. 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 proficiency by speaking with a peer, a small group or whole class, and by listening to and participating in recorded and interactive activities.
- improve strategies for reading, by deriving meaning through context.
- develop effective writing through a process approach which provides for creative and personal expression with a thematic focus.
- demonstrate their ability with the language in speaking, listening, reading and written tasks as new topics are introduced.
- recognize grammar in a lexical and contextual way in a logical sequence.
- demonstrate an understanding of the nature of language by comparing Spanish and English.
- replicate, 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.

RESOURCES AND REFERENCES

- *¡Así se dice!* Level 1, Mc-Graw-Hill Education
- Accompanying ancillary materials

INSTRUCTIONAL MODEL

The lesson theme is introduced through thematic 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. 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 relate to the chapter theme. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Students are assessed on a regular basis through 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, speaking, 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 assessments include 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 GUIDE
FOREIGN LANGUAGE
2016**

Course # 325 - SPANISH II (2)

DESCRIPTIVE OVERVIEW

This is the second year of a sequential course for students who have successfully completed Spanish I level 2 or 3. Students continue to improve their proficiency in listening, speaking, reading, writing and cultural understanding and further develop their skills in language acquisition through performance based tasks and projects. Students are expected to interact with their teachers, peers and community using technology in both written and oral forms. They 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.
- view and listen to filmed material featuring native speakers.
- broaden their appreciation for other cultures.
- reinforce and further their knowledge of other disciplines through Spanish.
- learn to appreciate distinctive viewpoints available through Spanish language and cultures.
- demonstrate and understanding of the nature of language and the concept of culture through comparisons between Spanish and English.

RESOURCES AND REFERENCES

- *Descubre II*, Vista Higher Learning
- Accompanying ancillary materials

INSTRUCTIONAL MODEL

The instructional strategies for this course incorporate a multi-sensory approach to learning. Visual presentations and practices may include: white boards, Smart Board technology, charts, posters, television, PowerPoint presentations, Google technology, books, magazines, picture diagrams, flash cards, bulletin boards, films or videos, including those generated and presented by students. Auditory presentations and practice may be performed and/or tested in either the Language Lab or in the classroom and include oral questions and answers, paired or group work, dialogues, role-playing and CDs. Kinesthetic presentations entail the students'

use of manipulatives, chart materials, gestures, signals, songs, games and role-playing. Students work in pairs or groups to promote student self-confidence and to improve their abilities in speaking and understanding the Spanish language. Students will use the language laboratory approximately once per cycle.

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. Assessments evaluate 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 GUIDE
FOREIGN LANGUAGE
2016**

Course #326 SPANISH II (3)

DESCRIPTIVE OVERVIEW

This is the second year of a sequential course for students who have successfully completed Spanish I. 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.
- view and listen to filmed material featuring native speakers.
- broaden their appreciation for other cultures through class discussions and attendance at school based activities.
- learn to appreciate distinctive viewpoints available through Spanish language and cultures.
- demonstrate an understanding of the concept of culture through comparisons between Spanish and English speaking communities.

RESOURCES AND REFERENCES

- *Descubre II*, Vista Higher Learning
- Accompanying ancillary materials

INSTRUCTIONAL MODEL

The instructional strategies for this course incorporate a multi-sensory approach to learning. Visual presentations and practices may include Smartboard technology, use of smartphones, white boards, charts, posters, PowerPoint presentations, books, magazines, picture diagrams, films and videos including visual aids. 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 and CD's. 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. Students will use the language laboratory approximately once per cycle.

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 to demonstrate their knowledge. Students are given the opportunity to self-assess through student portfolios. 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 of Spanish.

**HINGHAM HIGH SCHOOL
CURRICULUM GUIDE
FOREIGN LANGUAGE
2016**

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 honors 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. Student 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 language lab as well as a home computer to access and complete activities that are provided online. The foreign language program incorporates a multi-sensory approach to second language acquisition which supports differentiated instruction. Students will learn at an accelerated pace and are expected to demonstrate self-motivation, creativity and accuracy at an intermediate level.

GOALS AND OBJECTIVES:

Students will be able to:

- converse to provide and obtain information, express feelings, and exchange ideas and opinions.
- write letters, emails, and essays proposed in a real-life task scenario which further develop their writing skills with increased grammatical accuracy.
- demonstrate an understanding of the different Spanish cultures through a variety of multimedia activities.
- compare, contrast, think critically, reason, and form judgements in the target language.
- read and analyze a variety of contemporary and traditional literary genres such as poetry, short stories, excerpts, articles, etc.

RESOURCES AND REFERENCES

- *Descubre III* and accompanying ancillary materials
- Accompanying ancillary materials

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 activity that target multiple learning modalities. Grammatical structures are clearly and concisely defined, presented and practiced. Students are continually prompted to use Spanish in cultural contexts and enhance their critical thinking skills to make cultural connections and comparisons. Films, videos, songs, poetry, podcasts, and documentaries are used to expand students' linguistic cultural understandings. Students will use the language laboratory approximately once per cycle.

ASSESSMENT:

To assess student progress and learning in speaking, listening, writing, and reading Spanish. A variety of assessments will be used such as tests, quizzes listening comprehension tasks, short writing samples. As well as oral presentations and graded group discussions. Students are expected to demonstrate self-motivation, creativity, and accuracy on an intermediate level.

HINGHAM HIGH SCHOOL CURRICULUM GUIDE FOREIGN LANGUAGE 2016

Course # 326 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 develop a low intermediate 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 globally. This course fosters an understanding and an appreciation of the cultures studied and their distinct beliefs. Creativity, a willingness to attempt to use the target language exclusively, and a willingness to work independently are essential components to achieve success in this course.

GOALS AND OBJECTIVES:

The general goals of this course are as follows:

- Increase students' ability to understand spoken Spanish in a variety of contexts.
- Develop students' speaking abilities so that they are able to express themselves in Spanish on a select number of topics.
- Train students to decipher and interpret texts in Spanish of various lengths.
- Develop students' ability to write clearly and concisely in Spanish.
- Increase students' awareness of Spanish and Hispanic culture both present-day and historical.

The specific objectives of this course are as follows:

- Students will listen to and understand native speakers accustomed to dealing with language learners.
- Students will view and understand filmed material featuring native speakers.
- Students will speak in Spanish at a low intermediate level on a variety of subjects related to self, such as: expressing interest, opinions, supporting a point of view, expressing hopes and wishes.
- Students will speak in Spanish on a variety of subjects related to the world beyond the self, such as: discussing food, talking about past and future events, giving and receiving advice, and making recommendations.
- Students will respond in Spanish to questions and opinions expressed by a variety of speakers.
- Students will read a variety of Spanish texts of different lengths, such as newspaper and magazine articles, letters, and poems.
- Students will participate in class discussions analyzing the main ideas of texts in Spanish.

- Students will write paragraphs, letters and narratives in Spanish at a low intermediate level.
- Students will self and peer edit writing samples to improve orthography, grammar, and vocabulary.
- Students will research information about Spanish and Hispanic culture using a variety of resources, such as: the Internet, authentic films, books, and class discussion.
- Students will compare and contrast their own culture to that of the cultures they study.

RESOURCES AND REFERENCES

- *Descubre III*, Vista Higher Learning
- Accompanying ancillary materials

INSTRUCTIONAL MODEL

Each lesson is structured around a theme that includes vocabulary, grammatical structures, literature, culture, short films 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. Students are continually prompted to use Spanish in cultural contexts and enhance their critical thinking skills to make cultural connections and comparisons. Ancillary materials are used that reinforce a multi-sensory approach support student learning. Authentic realia such as films, videos, songs, podcasts and documentaries expand students' linguistic cultural framework. Students will use the language laboratory approximately once per cycle.

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. 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
2016**

Course #331 – SPANISH IV (2)

DESCRIPTIVE OVERVIEW

This course is designed for students who have successfully completed the requirements of Spanish III (2) or obtained the permission of the instructor to enroll in the course. Students will continue to develop proficiency in listening, speaking, reading, writing, and cultural understanding. There will be special attention given to those skills needed for advancing to AP Spanish courses in the following year.

GOALS AND OBJECTIVES

Students will be able to:

- speak in Spanish on a variety of themes at an ACTFL Intermediate high level
- participate in conversations with native speakers about a variety of subjects, including cultural comparisons
- listen to and understand native speakers from a variety of authentic sources at the advanced low level
- read and analyze authentic Hispanic literary selections of different genres at the ACTFL advanced low level
- write paragraphs, essays, and letters at the ACTFL advanced low level

RESOURCES AND REFERENCES

- *Conversaciones Creadoras*, Cengage Learning
- *Breaking the Spanish Barrier*, Breaking the Barrier, Inc.
- *Album: Cuentos del Mundo Hispanico*, Cengage Learning
- *Abriendo Paso: Lectura*, Pearson Prentice Hall
- *Abriendo Paso: Gramatica*, Pearson Prentice Hall

INSTRUCTIONAL MODEL

Students are introduced to and become proficient with vocabulary and advanced grammar concepts in each lesson of the text. Literature of many genres including short stories, poems, magazine articles and short plays are read and discussed in class. Topics will include Hispanic holidays, sports, leisure activities, traditions, geography, and societal issues. Technology is used to support instruction in all areas of study. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Students are assessed on their participation in class activities. Formative assessments include frequent quizzes and tests on speaking, reading comprehension, grammar, vocabulary, and writing. Summative assessments include comprehensive mid-year and final exams.

HINGHAM HIGH SCHOOL CURRICULUM SUMMARY FOREIGN LANGUAGE 2016

Course #331 – SPANISH IV (3)

DESCRIPTIVE OVERVIEW

This course is designed for students who have successfully completed the requirements for Spanish IV (3). Students will continue to develop proficiency in listening, speaking, reading, writing, and cultural understanding. The course promotes learning of the Spanish language as well as an understanding of cultural differences and similarities of the peoples of the Hispanic world and our own. A willingness to use the target language and the ability to work independently and in Groups are essential components to achieve success in this course. Many ancillary materials are used to reinforce a multi-sensory approach to support learning the language.

GOALS AND OBJECTIVES

Students will be able to:

- speak in Spanish on a variety of themes at an ACTFL Intermediate low level
- listen to and understand native speakers from a variety of authentic sources at the intermediate mid level
- read a variety of authentic materials including short stories, poems, and magazine articles at the intermediate high level
- write paragraphs, essays, and letters at the ACTFL intermediate high level.
- compare and contrast their culture with those of the Spanish-speaking world.

RESOURCES AND REFERENCES

- *Conversaciones Creadoras*, Cengage Learning
- *Breaking the Spanish Barrier*, Breaking the Barrier, Inc.
- *Album: Cuentos del Mundo Hispanico*, Cengage Learning
- *Abriendo Paso: Lectura*, Pearson Prentice Hall
- *Abriendo Paso: Gramatica*, Pearson Prentice Hall

INSTRUCTIONAL MODEL

Students are introduced to a variety of cultural, grammatical and vocabulary themes in each lesson of the text. Each area is reinforced with many activities and practiced in groups of two or more. Each lesson also contains several reading selections and a video reinforcing the lesson's themes. Through their writing, students practice

new vocabulary and grammatical concepts and develop the ability to communicate authentically in the context of the Spanish-speaking world. Selected short stories, poems, and magazine articles provide an insight into the culture of the Spanish-speaking world with many follow-up activities for speaking, listening, and writing. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Students are assessed on their participation in class activities. Formative assessments include frequent quizzes and tests on speaking, reading comprehension, grammar, vocabulary, and writing. Summative assessments include comprehensive mid-year and final exams.

HINGHAM HIGH SCHOOL CURRICULUM SUMMARY FOREIGN LANGUAGE 2016

Course #333– SPANISH V (2)

DESCRIPTION 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 conversation and Hispanic culture. This course requires that students have an intermediate level of proficiency which they will utilize and improve on. 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. Students will discuss and write about current themes that are relevant, controversial and of interest to today's students. Intermediate college-level texts and articles from Hispanic magazines and newspapers 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: newscasts, movies, the internet, personal contacts, TV programs, audio recordings, etc.
- converse using a broad range of vocabulary on an intermediate level to express opinion, hopes and wishes. Students will debate, present, synthesize information, etc.
- demonstrate an awareness of current events in the Hispanic world through class discussions, small group discussions, presentations and formative assessments.
- read 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 orthograph.
- 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 lifelong skill required in the global community in which we now live and understand that this skill may be used in future career choices.

RESOURCES AND REFERENCES

- *Revista*, 2nd edition, Vista Higher Learning
- *Mundo 21*, Houghton Mifflin
- *Conversación y Controversia*, Pearson Prentice Hall
- Supplementary CDs, DVDs, videos, Internet activities, Hispanic newspapers, TV programs, movies, etc.
- Current event articles related to Hispanic culture and global issues from media sources such as: BBC Mundo, CNN, El Mundo, El País and el ABC.

INSTRUCTIONAL MODEL

Instruction is mostly 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: 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 writing activities. Reading skills develop as the students read texts that increase with difficulty over the year. Students will use the language laboratory approximately once per cycle.

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, oral presentations, and daily participation. Reading is assessed through written or oral responses or class discussions about reading selections and current events. 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.

For Spanish 5 Honors, the class will be conducted solely in Spanish. In addition, students will learn cultural topics with greater depth and analysis.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course #332– SPANISH V (3)

DESCRIPTIVE OVERVIEW

The core philosophy of the course is an interconnected approach to language learning in a global context through five goal areas, effective communication, cultures, connections, comparisons, and communities. The focus is on conversation and Hispanic culture. This course requires that students have an intermediate level of proficiency which they will utilize and improve on. 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 and articles from Hispanic magazines and newspapers 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: newscasts, movies, the internet, personal contacts, TV programs, audio recordings, etc.
- converse using a broad range of vocabulary on an intermediate level to express opinion, hopes and wishes. They will debate, present, synthesize information, etc.
- demonstrate an awareness of current events in the Hispanic world through class discussions, small group discussions, presentations and formative assessments.
- read 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 orthograph.
- 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.

RESOURCES AND REFERENCES

- *Revista*, 2nd edition, Vista Higher Learning
- *Mundo 21*, Houghton Mifflin
- *Conversación y Controversia*, Pearson Prentice Hall
- Supplementary CDs, DVDs, videos, Internet activities, Hispanic newspapers, TV programs, movies, etc.
- Current event articles related to Hispanic culture and global issues from media sources such as: BBC Mundo, CNN, El Mundo, El País and el ABC.

INSTRUCTIONAL MODEL

Instruction is mostly 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: 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 writing activities. Reading skills develop as the students read texts that increase with difficulty over the year. Students will use the language laboratory approximately once per cycle.

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, oral presentations, and daily participation. Reading is assessed through written or oral responses or class discussions about reading selections and current events. 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.

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARY
FOREIGN LANGUAGE
2016**

Course #335– AP SPANISH LANGUAGE AND CULTURE

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. Students enrolled in the class are required to take the AP Spanish Language examination in the spring and to pay the required fees.

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. They will also demonstrate grammatical accuracy in their written 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.

RESOURCES AND REFERENCES

- *Temas*, Vista Higher Learning
- *AP Spanish*, Vista Higher Learning
- Selected authentic Spanish short stories, poems, essays, and contemporary articles

- Assigned summer reading requirement

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.” Body language and circumlocution are 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. Students will use the language laboratory approximately once per cycle.

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 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 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
2016**

Course #334– ADVANCED PLACEMENT SPANISH LITERATURE

DESCRIPTIVE OVERVIEW

The AP Spanish Literature and Culture course is a survey course which covers the six AP Spanish Literature themes and the entire reading list outlined within the AP Spanish Literature Curriculum Framework. The course is conducted entirely in Spanish and covers Spanish and Latin American authors, and their works, from the medieval period to the present day. The guidelines meet the ACTFL proficiency standards for advanced low students. The works are presented with the aim of integrating the historical themes and literary movements of the different time periods, and highlighting the schools of literature to which each piece belongs as well as the author's style and the characteristics of each selection. The main text, *Reflexiones: Introducción a la literatura hispánica*, provides students with the socio-cultural context necessary to fully comprehend each piece.

Abridged versions of the texts are not used; the instructor provides the students with the full text in its original version. The two-semester course and its activities are intended to teach and enhance a student's ability to acquire, identify, understand, discuss, interpret and analyze the form and content of literary works of prose, poetry and drama along with the literary terms and conceptual aspects of art and history of the time. The lessons are designed to help students interpret the figures of speech, tone, genre, style, characters, themes and literary symbols in an effort to develop their analytical and interpretative skills. This course challenges able students to obtain college credit or upper level placement. Students enrolled in the class are required to take the AP Spanish Literature examination in the spring and to pay the required fees.

GOALS AND OBJECTIVES

The general goals of this course are as follows:

- Foster students' appreciation for the richness of the Spanish language and Hispanic literature and culture.
- Provide opportunities for students to use the three modes of communication (interpersonal, interpretive, and presentational) in the process of learning how to analyze a literary text.
- Provide opportunities for student reflection on the relationship of a reading selection to its artistic, historical, social, and cultural contexts.

As a result of this course, the students will be prepared to take the AP Spanish Literature and Culture Exam at the end of the year.

The specific objectives of this course are as follows:

- Students will comprehend the essentials of conversations between native educated Spanish speakers.
- Students will hear and understand spoken Spanish from recorded material such as radio programs, telephone conversations, films, and music. In addition, the class is conducted in Spanish and will follow all teacher instructions in the target language.
- Students will speak with an accent that does not interfere with communication.
- Students will hone their verbal skills to spontaneously speak about the literature they have read, express opinions, narrate, describe and explain.
- Students will demonstrate a good command of grammatical forms and syntactic patterns.
- Students will demonstrate proficiency in critical reading skills and critical thinking ability.
- Students will enhance and refine their writing skills in terms of structure and substance. They will also demonstrate grammatical accuracy in their written expression.
- Students will write effectively under time constraints.
- Students will 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.

RESOURCES AND REFERENCES

- *Reflexiones: Introducción a la literatura hispánica*, Pearson Education
- Selected authentic Spanish short stories, poems, essays, and contemporary articles

INSTRUCTIONAL MODEL

Students participate in listening, reading, writing, and speaking activities, many of which simulate the A.P. Exam. Some selections from the A.P. Literature reading list are read in class, while others are read at home. Students often complete comprehension questions to be used in class discussions. In regard to writing, frequent 4-5 paragraph essays and one-paragraph writing reactions to literature readings are completed. These are timed writing responses to A.P.-style prompts and typical essay questions. On a regular basis, students examine both speaking and writing models to compare with their own work. In addition, the class is conducted entirely in Spanish by both the teacher and the students. 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. Students will use the language laboratory approximately once per cycle.

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 of the year and again right before the actual test in May. Based on their performance on these exams, students can gauge their progress and identify their problem areas. Next are vocabulary assessments, which students take once every 10 days or so in order to expand their knowledge of literary analysis vocabulary to be used in their essays. For essays, listening, 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.