

# *Belmont High School*

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## **Foreign Languages Department Courses**

- Advanced Placement French
- Advanced Placement Latin - Literature
- Advanced Placement Latin - Vergil
- Advanced Placement Spanish
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- Chinese 2 Honors
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## Belmont High School Course Outline

**Course Title:** Advanced Placement French

**Course Number:** 219

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

The Advanced Placement course in French Language is a university level course for which students may receive university credit upon successful completion of the Advanced Placement examination at the end of the course. The material in this course represents the culmination of the previous years of study of the French language and culture, and has as its goal the refinement of the ability to use the language to speak, write, read and listen at an advanced level of discourse. Summer work required.

### Resources:

#### Grammar Textbook:

- Herbst, Henry, Nielson, Linda and Sturges, Hale. Une Fois pour Toutes. 2<sup>nd</sup> ed. White Plains, NY: Longman Publishing, 1992.

#### Literature Textbook:

- Schofer, Peter. Autour de la Littérature. 4th ed. Boston: Heinle and Heinle, 1999.

- Short stories, plays and reading packets (see below)

#### Auxiliary Textbooks :

- Girard, Colette and Ladd, Richard. AP French: Preparing for the Language Exam. 2<sup>nd</sup> ed. Glenview, IL: Addison Wesley Longman, 1998.
- Demaray, Carolyn and Smith, Josette. Triangle. 3<sup>rd</sup> ed. Sandwich, MA: Wayside Publishing, 1998.

Students also need a good dictionary and a Bescherelle or 501 French Verbs

### Topics:

The topics and curriculum in the AP French Language course are aligned to meet the nature of the AP French exam. The course is conducted entirely in French and students are expected to be highly proficient at extemporaneous speaking and writing tasks in the language. Because AP students already have a strong foundation on which to build, grammar is reviewed but not re-taught. Throughout the course, students will refine their speaking, listening, reading and writing skills.

### Assessments:

Students will be assessed throughout the year on their speaking, listening comprehension, writing and reading skills.

#### Listening / Oral comprehension (CT, CS)

- Weekly listening comprehension exercises taken from the textbook. Listening comprehension is assessed on a bi-monthly basis
- French movies such as *8 Femmes*, *Le Colonel Chabert*, *Effroyables Jardins*, *Les Jeux Sont Faits*, *Madame Bovary*, etc. (all films are: VO et sous-titrés en FRANÇAIS !) Students are required to answer questions, speak and write about the films shown in class.
- TV Broadcasts & radio broadcasts followed by discussion and/or written prompts

#### Speaking (CT, CS)

- French only classroom. Students receive a participation grade based upon their daily use of the language.
- Picture sequences on cassette and directed responses from past AP exams oral exams (One exam every 3 to 4 weeks) Exams take place in the language lab and each response must be one minute in length. Exams are graded using the AP rubric.

- In-class debates.
- *Exposés* 1-2 per term

#### **Writing (CT, CS)**

- Essays assigned every two weeks (1 page minimum.) Topics are taken from previous AP exams and are evaluated according to AP guidelines
  - a. Semester 1: Students must complete a rewrite for each essay. The original and final copies are turned in together for a grade.
  - b. Semester 2: No rewrites.
- Timed in-class compositions starting in March.

#### **Reading (Longer readings are assigned during vacations and/or long weekends) (CT, CS)**

- Short stories (ex: Maupassant, Daudet, Gripari, etc.)
- Poems (ex: Rimbaud, Baudelaire, Hugo, Vian, etc.)
- Newspaper & magazine articles (ex: *Phosphore*, *Science & Vie*, *Le Figaro*, etc.)
- Plays (ex: Sartre, Tardieu, Ionesco, etc.)
- Longer texts and « extraits » (Sartre: *Les Jeux Sont Faits*, *Huis Clos*, Balzac: *Le Colonel Chabert*, Flaubert: *Madame Bovary*, Duras : *Hiroshima Mon Amour*, etc.)
- Students use the Ladd textbook, *AP French: Preparing for the Language Examination*, as well as released AP exams for additional reading comprehension practice.
- Reading comprehension is assessed via written assignments, class discussions, essays and tests.

#### **Grammar and vocabulary tests: (CT, CS)**

- *Une Fois pour Toutes* chapters 1-12 + handouts/photo copies.  
Assessments: each test will have a section devoted to previous tests ("le recyclage" – keeps past grammar points fresh )
- Starting 2<sup>nd</sup> quarter: Weekly Vocabulary quizzes.  
Vocabulary lists taken from the *AP French : Preparing for the Language...*
- Starting 3<sup>rd</sup> term: Weekly Verb quizzes. Each quiz covers 6 to 10 verbs selected by the teacher and mimics the format seen on verb portion of the AP exam

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## Belmont High School Course Outline

**Course Title:** Advanced Placement Latin: Literature

**Course Number:** 272

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### **Course Description:**

This Advanced Placement course will prepare students to take the Literature Advanced Placement examination in Latin. This is a college level course focused on the mastery of reading, translating, understanding, analyzing, and interpreting Latin in the original. Students will read selections from Catullus and selections from Ovid as a means to analyze, interpret and understand both the linguistic and literary aspects of the texts. Students must have successfully completed Latin 3 Honors or AP Vergil in order to take this course.

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### **Resources:**

Love and Betrayal/ A Catullus reader, Prentice-Hall, 200  
Love and Transformation/ An Ovid Reader, Addison Wesley Longman, 1999  
Teacher-created materials

### **Topics:**

Students will translate selected poems from Ovid and Catullus as required by the AP College Board ([apcentral.collegeboard.com](http://apcentral.collegeboard.com))  
Students will learn special case use particular to Latin poetry  
Students will learn hendecasyllabic meter and the elegiac couplet  
Students will learn more metrical, lexical, and grammatical terms  
Students will analyze and interpret themes and styles  
Students will compare and contrast selected poems with other contemporary poems

### **Assessments:**

Translation from Latin to English assessments (CT, CS)  
Scanning lines of dactylic hexameter, hendecasyllabic and elegiac couplets (CT, CS)  
Identifying figures of speech, and lexical and metrical terms  
Identifying terms used in grammar and syntax  
Studying vocabulary  
Writing essays on themes and styles in individual poems, and comparing and contrasting different poems (CT, CS)  
Midyear and final exams that include all the assessments listed above (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Advanced Placement Latin: Vergil

**Course Number:** 270

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### **Course Description:**

This Advanced Placement course will prepare students to take the Vergil Advanced Placement examination in Latin. This is a college level course focused on the mastery of reading, translating, understanding, analyzing, and interpreting Latin in the original. Students will read Books 1 through 12 of Vergil's *Aeneid* as a means to analyze, interpret and understand both the linguistic and literary aspects of the text. Students must have successfully completed Latin 3 Honors or AP Latin Literature in order to take this course.

### **Resources:**

Vergil's *Aeneid*, Bolchazy-Carducci, 1998  
Vergil's *Aeneid* 10 & 12: Pallas & Turnus, Bolchazy-Carducci, 1999  
Fitzgerald, Robert. Translation of the *Aeneid*, Vergil. New York. Vintage Books, 1983.  
Teacher-created materials

### **Topics:**

Students will read in translation Vergil's *Aeneid*  
Students will translate selected lines from *Aeneid* Books I, II, IV, VI, X, and XII as required by the AP College Board ([apcentral.collegeboard.com](http://apcentral.collegeboard.com))  
Students will learn special case particular to Latin poetry  
Students will learn dactylic hexameter meter  
Students will learn more metrical, lexical, and grammatical terms  
Students will analyze and interpret themes and styles  
Students will compare and contrast the *Aeneid* with Homer's *Iliad* and *Odyssey*

### **Assessments:**

Translation from Latin to English assessments (CT, CS)  
Scanning lines of dactylic hexameter (CT, CS)  
Identifying figures of speech, and lexical and metrical terms  
Identifying terms used in grammar and syntax  
Vocabulary assessments  
Writing essays on themes and Virgilian style (CT, CS)  
Midyear and final exams that includes all the assessments listed above (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Advanced Placement Spanish

**Course Number:** 250

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

The Advanced Placement course in Spanish Language is a university level course for which students may receive university credit upon successful completion of the Advanced Placement examination at the end of the course. The material in this course represents the culmination of the previous years of study of the Spanish language and culture, and has as its goal the refinement of the ability to use the language to speak, write, read and listen at an advanced level of discourse. Summer work required.

### Resources:

- *Abriendo Paso* (literature). José Díaz and Stephen Collins. Boston: Heinle and Heinle Publishers, 1995.
- *Spanish Three Years* (grammar). Stephen L. Levy and Robert J. Nassi. New York: Amsco School Publications, 1993.
- *AP Spanish: Preparing for the Language Examination (Third Edition, 2007)*. José Díaz, Margarita Leicher-Prieto, and Gilda Nissenberg. Boston: Pearson Prentice Hall, 2007.
- Reading selections include:
  - Novels: *Antes de ser libres* (Julia Álvarez).
  - Short stories include: El árbol de oro; Casa tomada; El décimo; Nosotros, no; Me llamo Rigoberta Menchú (excerpt).
  - Additional literary works by Isabel Allende, Gabriel García Márquez, Jorge Luís Borges, Pablo Neruda, F.G. Lorca.
  - Articles taken from a variety of web sources.
  - Various selections from *AP Spanish: Preparing for the Language Examination (Third Edition, 2007)*.

### Topics:

The topics addressed in the AP Spanish Language course are designed to meet the nature of the revised AP Spanish exam. Students are constantly practicing and refining their speaking, listening, reading, and writing skills in a variety of contexts and are expected to be highly proficient at extemporaneous speaking and writing tasks in the target language. The grammar of their previous years of study is reviewed, but not explicitly re-taught, as it is expected that students entering the course already have a strong foundation on which to build. Significant class time is devoted to strategies on how to improve their writing and speaking skills to perform at the university course level.

### Assessments:

#### Listening Comprehension

- Classes are conducted entirely in Spanish.
- Weekly comprehension exercises taken from the textbook *AP Spanish: Preparing for the Language Examination (Third Edition, 2007)*.
  - Short and Long Dialogs
  - Short and Long Narratives
- Radio clips from [www.bbcmundo.com](http://www.bbcmundo.com).
- Spanish-language films viewed in class include *Diario de Motocicleta*, *El Mar Adentro*, *Como agua para chocolate*
- Spanish-language music cloze activities representing a variety of genres and countries.
- Assessment consists of listening tests based on the practice exercises in *AP Spanish: Preparing for*

*the Language Examination (Third Edition, 2007).*

### **Speaking Comprehension**

- Students are expected to exclusively use Spanish in class at all times. (CT, CS)
- Weekly news and cultural presentations. (CT, CS)
- 2 formal presentations per quarter, based on readings or current topics of interest. (CT, CS)
- Beginning in March, formal presentations are based on each student selecting and synthesizing 2-3 sources of varying Spanish-language/cultural media (e.g., sound and text; visual and sound; visual and text) and presenting to the class to practice the new format of synthesis that will appear on the 2007 AP Exam. (CT, CS)
- Weekly speaking exercises taken from the textbook *AP Spanish: Preparing for the Language Examination (Third Edition, 2007)*
  - Informal Directed Conversations are practiced in class and recorded in the language lab. (CT, CS)
- Assessment consists of informal and formal presentations presented in front of the class. Several assessments are recorded in the language lab. (CT, CS)

### **Writing**

- 2-3 formal essays are assigned per quarter (CT, CS). They are evaluated according to AP guidelines and rubrics. Topics range from analyzing literature read in class, to personal matters of interest, to persuasive essay writing.
  - Semester 1: Students must complete a rewrite for each essay. The original and final copies are turned in together for a grade.
  - Semester 2: No rewrites.
- Timed in-class compositions beginning in January (CT, CS). These are based on previous AP Exams, as well as the practice essays in *AP Spanish: Preparing for the Language Examination (Third Edition, 2007)*.

### **Grammar and vocabulary assessments**

- Starting 2<sup>nd</sup> quarter: Weekly Vocabulary quizzes. (CT, CS)
  - Vocabulary lists taken from *AP Spanish: Preparing for the Language Examination (Third Edition, 2007)*.
- Biweekly grammar quizzes and/or tests. (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Chinese 1

**Course Number:** 200

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course begins the sequence of the study of Mandarin Chinese and culture. Basic skills taught during this course include Pinyin (a phonetic) system, character formation and simple sentence structures. Students are required to know up to 300 characters and engage in simple conversations.

### Resources:

- Hanyu for Beginning Students
- Primary Source cultural materials
- Teacher-created materials

### Topics:

Students will be able to listen and speak about:

- Different ways to greet people
- Him/her self: including names, age, zodiac animal, grade level, nationality and language;
- Family members and pets;
- Daily routine and school activities
- Classroom objects and commands

Grammatical structures necessary to communicate about these topics: measure word, question word question, yes/no question, positive and negative statement.

Writing characters is not highly focused in this level. However, students should be able to spell out and read Pinyin with tone marks.

### Assessments:

- Listening comprehension assessment (CT, CS)
- Speaking assessments: skits, daily oral warm-up, face-to-face interviews and oral presentation (CT, CS)
- Reading comprehension assessment (CT, CS)
- Writing assessment: question and answer with sentence and single-paragraph length (CT, CS)
- A final exam that includes listening, speaking, reading and writing tasks (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Chinese 2

**Course Number:** 201

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of Chinese 1 and continues the study of Mandarin Chinese with a focus on cultural understanding. Students will be able to read and write simple paragraphs in Chinese while learning another 500 characters. By utilizing the tools of computer software, Internet, language lab, and dictionaries, students will increase their ability to communicate in Chinese.

### Resources:

- Hanyu for Intermediate Students 1
- Teacher-created materials
- Curriculum-related audio-visual materials

### Topics:

Students will be able to listen and speak about:

- Likes and dislikes
- Dressing
- Description of people
- Location of items / people
- School life

Grammatical structures necessary to communicate about these topics: adverbs, negative statements, inquiring questions, suggestion statements, etc.

At this level, Pinyin is required; reading and writing characters is encouraged.

### Assessments:

- Listening comprehension assessment (CT, CS)
- Speaking assessments: skits, daily oral warm-up, face-to-face interviews and oral presentation (CT, CS)
- Reading comprehension assessment (CT, CS)
- Writing assessment: question and answer in sentence and paragraph length, open-response writing prompts in short paragraphs (CT, CS)
- A final exam that includes listening, speaking, reading and writing tasks (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Chinese 2 Honors

**Course Number:** 202

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This is an intensive course for students who have successfully completed Chinese 1 (studied at the high school or at the middle school) and who are motivated to continue their language study at a more intense level. This course continues the study of Mandarin Chinese with a focus on culturally enriched conversation topics such as school work and activities, hobbies and going shopping. Students will be able to communicate fluently with native speakers on these topics, and read and write simple paragraphs with Chinese characters. Students will also utilize tools such as Chinese input software, pod-cast and other Internet-based resources to enhance their learning experiences.

### Resources:

- Hanyu for Intermediate Students Book 1
- Primary Source cultural materials
- Teacher-created materials

### Topics:

Students will be able to read, write, listen and speak about:

- Hobbies and sports
- Clothing
- Location and directions
- School life
- Grammatical structures necessary to communicate about these topics: past tense, present progressive tense, comparison, time duration, adverbial clause
- Reading and writing characters is highly focused in this level.

### Assessments:

- Listening comprehension assessment (CT, CS)
- Speaking assessments: skits, daily oral warm-up, face-to-face interviews and oral presentation (CT, CS)
- Reading comprehension assessment (CT, CS)
- Writing assessment: question and answer in sentence and paragraph length, open-response writing prompts in short paragraphs (CT, CS)
- A final exam that includes listening, speaking, reading and writing tasks (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Chinese 3 Honors

**Course Number:** 204

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of Chinese 2 and continues the study of Mandarin Chinese in depth. Students will learn some of the important Chinese proverbs and expressions to deepen their understanding of the Chinese culture. Writing skills will be enhanced through readings. Original movies and related TV programs will be introduced as discussion topics. This course is taught mostly in Chinese.

### Resources:

- Hanyu for Intermediate Students 2
- Teacher-created materials
- Curriculum-related audiovisual media

### Topics:

Students will be able to listen and speak about:

- Seasons in different regions
- School vacation and holidays celebrated by different cultures
- Location and directions
- Going shopping
- Health, illness and nutrition
- TV programs

Grammatical structures necessary to communicate about these topics: Adverb and preposition usage, past tense and present perfect tense.

Reading and writing characters are highly focused, and students will be able to use large quantity of authentic materials.

### Assessments:

- Listening comprehension assessment (CT, CS)
- Speaking assessments: skits, daily oral warm-up, face-to-face interviews and oral presentation (CT, CS)
- Reading comprehension assessment (CT, CS)
- Writing assessment: open-response writing prompts with multiple paragraphs and essay length (CT, CS)
- A final exam that includes listening, speaking, reading and writing tasks (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Chinese 4 Honors

**Course Number:** 206

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of Chinese 3 Honors and offers students the opportunity to extend their studies of the Chinese language and culture in depth. Extensive reading and understanding of original materials will be the main focus, in addition to critical essay writing in Chinese. This course is taught exclusively in Chinese.

### Resources:

- Hanyu for Intermediate Students 3
- Teacher-created materials
- Curriculum-related audiovisual media

### Topics:

Students will be able to listen and speak about:

- Hometown and people from over the world
- A trip plan to visit a city
- Visiting people in different countries
- His/her personality
- One's career choices

Grammatical structures necessary to communicate about these topics: compound sentences such as because, if, although, etc.

Reading and writing characters are required, and students will be able to listen and speak only in the target language.

### Assessments:

- Listening comprehension assessment (CT, CS)
- Speaking assessments: skits, daily oral warm-up, face-to-face interviews and oral presentation (CT, CS)
- Reading comprehension assessment (CT, CS)
- Writing assessment: open-response writing prompts with essay length (CT, CS)
- A final exam that includes listening, speaking, reading and writing tasks (CT, CS)

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## Belmont High School Course Outline

**Course Title:** French 1

**Course Number:** 210

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course begins the sequence of the study of French language and culture. The course emphasizes the four skills of speaking, writing, reading and listening that are assessed in both written and oral formats. Correct pronunciation and intonation as well as sound-spelling correlation and sound discriminations that differentiate words are an important part of this beginning course.

### Resources:

Allez, viens! French 1 (Holt, Rinehart and Wilson, 2006)

### Topics:

Students will read, listen, write and speak in French about:

- Greetings
- Introducing yourself
- Expressing likes and dislikes
- School schedule
- Shopping
- Weather
- Sports and Hobbies
- Ordering food and beverages
- Making weekend plans
- Family

Grammar structures necessary to communicate about these topics include:

- Subject pronouns
- Definite, indefinite and demonstrative pronouns
- Negation
- Regular -er verbs
- Irregular verbs avoir, faire, prendre, aller, vouloir, être
- Adjective agreement and placement
- Question formation
- Adverbs of frequency
- Imperative
- Contractions with à
- Possessive adjectives

### Assessments:

- Listening and reading comprehension assessments [CT,CS]
- Speaking assessments (skits and role-plays, interviews and oral presentations) [CT,CS]
- Writing assessments (open-response writing prompts and dialogues of varying lengths) [CT,CS]
- A final exam that includes speaking, reading, listening, and writing tasks [CT,CS]

## Belmont High School Course Outline

**Course Title:** French 2

**Course Number:** 211

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of French 1 (studied at the high school or at the middle school). There is a continued emphasis on speaking, writing, reading and listening, with an increasing level of difficulty in the areas of vocabulary and grammar. There is a continued study of culture in the French-speaking world through the use of short readings.

### Resources:

- *Allez, Viens 2* text [Holt, Rinehart, Winston, 2006]
- Teacher-created materials

### Topics:

Students will read, listen, write and speak in French about :

- Descriptions (of self and others)
- Likes, dislikes and preferences
- Advice and suggestions
- Welcoming someone; seeing how someone is feeling
- Directions (giving and asking for)
- Making purchases
- Asking for, offering, accepting, and refusing food; paying and responding to compliments
- Wishing someone well
- Descriptions of a place
- Relating a series of events (daily activities)
- Emphasizing likes and dislikes
- Expressing concern for someone, sympathizing
- Expressing satisfaction or frustration
- Giving reasons and making excuses
- Congratulating or reprimanding someone

Grammatical structures necessary to communicate about these topics:

The present tense (regular and irregular verbs); the verbs *être* and *avoir*; the imperative; the near future (with *aller*); the correct uses of *tu* and *vous*; the use of intonation in yes / no questions and *est-ce que*; irregular adjectives that precede the noun; contractions with *à*; the object pronoun *en*; the partitive articles; indirect object pronouns *lui* and *leur*; reflexive verbs (present tense) and reflexive pronouns; the relative pronouns *ce qui* and *ce que*; adverbs of frequency; the *passé composé* (verbs with *avoir* and *être*); the phrase *c'était*; formal and informal phrasing of questions; the verb *ouvrir*.

### Assessments:

- Written tests and quizzes (listening and reading comprehension) [CT,CS]
- Projects and mini-projects (to assess content as well as spoken ability) [CT,CS]
- Written assignments [CT,CS]
- Presentations (to assess content as well as spoken ability) [CT,CS]
- A final exam that includes reading, writing, listening and speaking tasks [CT,CS]

## Belmont High School Course Outline

**Course Title:** French 2 Honors

**Course Number:** 212

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This is an intensive course for students who have successfully completed French 1 and who are motivated to continue their study of the French language and culture at a more intense level. There is an overall emphasis on the skills of speaking, writing, reading and listening, with an expectation that the students will be able to express themselves both in writing and in speaking in a spontaneous manner.

### Resources:

Discovering French Nouveau blanc textbook and workbook (McDougal Littell, 2006)  
Short stories La vraie Patricia, Le premier travail de Damien, Le rêve de Lise (Teacher's Discovery)  
Internet listening exercises

### Topics:

Students will read, listen, write and speak in French about:  
school, describing oneself and others, weekend activities, meals and food shopping, sports and health, house and home, and daily routine.

Grammar structures necessary to communicate about these topics include:

- irregular verbs **être, avoir, faire, aller, venir, mettre, prendre, voir, sortir, partir, dormir, boire, vouloir, devoir, pouvoir, écrire, lire, dire, vivre**
- stem changing verbs **préférer, acheter**, -yer verbs
- regular -er, -re, -ir verbs
- regular and irregular adjectives
- **passé composé** with **avoir** and **être**
- **quelque chose, quelqu'un, rien** and **personne**
- expressions of quantity
- adjective **tout**
- **il faut**
- **savoir** and **connaître**
- direct and indirect object pronouns
- pronouns **y** and **en**
- reflexive verbs
- relative pronouns **qui** and **que**
- imperfect

### Assessments:

- Listening and reading comprehension assessments [CT,CS]
- Speaking assessments (skits and role-plays, interviews and oral presentations) [CT,CS]
- Writing assessments (open-response writing prompts and dialogues of varying lengths) [CT,CS]
- A final exam that includes speaking, reading, listening, and writing tasks [CT,CS]

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## Belmont High School Course Outline

**Course Title:** French 3

**Course Number:** 213

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of French 2 or French 2 Honors. While continuing to emphasize speaking, writing, reading and listening, the length of discourse increases as students' progress through the sequence of French courses. In addition to reading selections from the textbook, students will be expected to read selections from authentic texts such as magazine articles and short stories.

### Resources:

Allez, viens! 3 (Holt, Rinehart and Winston, 2006)  
Discovering French Blanc (DC Heath, 1997)

### Topics:

Students will read, listen, write and speak in French about:  
sports and health, house and home, food, daily routine, clothing, travel and summer vacations, and getting around by car

Grammar structures necessary to communicate about these topics include:

- a review of regular & irregular verbs in the present tense
- a review of the passé composé
- a review of recent past (**venir de + infinitive**) & near future (**aller + infinitive**)
- expressing necessity: **il faut** + infinitive / **devoir** + infinitive
- **savoir** vs. **connaître**
- direct and indirect object pronouns (**le, la, les, lui, leur**)
- pronouns **y** and **en**
- reflexive verbs in the present and past tense
- relative pronouns **qui** and **que**
- imperfect
- comparisons with adjectives and adverbs
- superlative construction
- pronouns **lequel** and **celui**
- prepositions with names of countries
- verbs followed by a preposition

### Assessments:

- Listening and reading comprehension assessments (CT, CS)
- Speaking assessments (skits and role-plays, interviews and oral presentations) (CT, CS)
- Writing assessments (open-response writing prompts and dialogues of varying lengths) (CT, CS)
- A final exam that includes speaking, reading, listening, and writing tasks (CT, CS)

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## Belmont High School Course Outline

**Course Title:** French 3 Honors

**Course Number:** 214

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This is an intensive course that is taught almost exclusively in French and demands a high level of motivation on the part of the student. This course continues to study the French language and culture by means of the four skills of speaking, writing, reading and listening. Spontaneous “resumes” on French life are an integral part of this course. Summer work required.

### Resources:

*Discovering French Rouge Nouveau*, workbook and ancillary materials (McDougal Littell, 2007)

*Le Petit Prince* (Antoine de Saint Exupery)

Films & readings:

*Au Revoir Les Enfants* (Louis Malle)

*Cyrano de Bergerac* (Edmond Rostand)

*En Voyage* (G. Maupassant)

*Le Petit Nicolas* (Goscinny /Sempe)

### Topics:

Students will read, listen, write and speak in French about:

- Feelings and emotions
- Physical descriptions
- Daily activities
- Friendship and Family life
- Professions
- Leisure and Vacation activities
- Healthcare
- Environmental issues
- Cultural Products, practices and perspectives in the French-speaking world related to these topics.

The Grammatical structures that are taught in the 3H class are:

Subjunctive tense / Past subjunctive

Future tense

Conditional tense / past conditional tense

Si clauses

The pluperfect tense / passé composé / imparfait

Past infinitive

The passé simple

Relative pronouns

Superlative & comparative structures

Causative Faire

Present participle / Gerunds

### Assessments:

- “Traditional” written tests and quizzes (which include listening and reading comprehension) (CT, CS)

- Projects and mini-projects (to assess content as well as spoken ability) (CT, CS)
- Written assignments & short essays (CT, CS)
- Oral examinations every term based upon speaking prompts linked to the chapter or reading (CT, CS)
- Presentations (to assess content as well as spoken ability) (CT, CS)
- A final exam that includes reading, writing, listening and speaking tasks (CT, CS)

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## Belmont High School Course Outline

**Course Title:** French 4

**Course Number:** 215

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of French 3 or French 3 Honors and continues the study of the French language and culture. While continuing to focus on the four skills of speaking, writing, reading and listening, students will be expected to increase their knowledge of idiomatic expressions as they reinforce the basic structural principles of the language.

### Resources:

*Imaginez* – Vista Higher Learning, 2008

### Topics:

Students will read, listen, write and speak in French in order to:

- Exchange opinions about people, activities or events
- Asking and responding to questions about culture and history
- Asking and describing what a place was like
- Explain daily routines and chores
- Describe people, places and things
- Asking about and expressing intentions, conditions, possibilities
- Narrate events in the past
- Describe events or stories in the past
- Discuss the advantages and disadvantages of city/country life
- Exchange opinions on the media and its influence on daily life
- Develop and express opinions on past and current cultural events, festivals
- Understand important ideas and details in authentic and adapted texts
- Develop and present solutions to a problem
- Understand how society and cultural perspectives change over time
- Ask questions regarding cultural differences existing between people and nations

Grammatical structures necessary to communicate about these topics:

The *passé composé*, the *imparfait* (and the difference between them); irregular present tense verbs: être, avoir, faire, aller; spelling-change verbs, the imperative; pronouns and their placement; the subjunctive mood; the *ne pas + infinitive* construction; the interrogative pronouns *lequel*, etc. and the demonstrative pronouns *celui*, etc.; *faire* used as a causative; the future tense, the conditional, inversion (to form formal questions); recognizing the *passé simple*; reciprocal verbs; the past infinitive.

### Assessments:

- “Traditional” written tests and quizzes (which include listening and reading comprehension) (CT, CS)
- Projects and mini-projects (to assess content as well as spoken ability) (CT, CS)
- Written assignments (CT, CS)
- Presentations (to assess content as well as spoken ability) (CT, CS)
- A final exam that includes speaking, reading, listening and writing tasks (CT, CS)

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## Belmont High School Course Outline

**Course Title:** French 4 Honors

**Course Number:** 216

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This is an intensive course that continues the study of the French language and culture with a survey of 19th and 20th century French literature that is read and discussed in the context of social and historical perspectives. Written essays and oral presentations are an important part of this course. Students are expected to have a sophisticated understanding of the French language given that the course is taught exclusively in French. Students will be prepared to take the SAT II in French by the end of this course. This course begins the preparation for the French Advanced Placement examination. Summer work required.

### Resources:

Par tout le monde francophone (Longman)  
Schaum's Outlines French Grammar (McGraw-Hill)  
French Three Years (Amsco)  
Films: Les Choristes, Kirikou et la Sorcière, Rue Cases Nègres  
AP French (Scott Foresman Addison Wesley)  
Listening exercises from the internet and Champs-Élysées audio magazine  
D'accord (John Wiley & Sons)

### Topics:

Students will read, listen, write and speak in French about selections of literature and film from the francophone world.

Grammar topics include a more in depth study of all major structures learned in previous years.

New grammar structures to be studied include:

- future perfect tense
- passive construction
- relative pronouns **duquel, auquel, dont, où, ce qui, ce que** and **ce dont**
- verbs followed by a preposition
- adverbs
- possessive pronouns
- demonstrative pronouns

Students also study French phonetics to improve their pronunciation.

### Assessments:

- Listening and reading comprehension assessments [CT,CS]
- Speaking assessments (skits and role-plays, interviews and oral presentations) [CT,CS]
- Writing assessments (open-response writing prompts and dialogues of varying lengths) [CT,CS]
- A final exam that includes speaking, reading, listening, and writing tasks [CT,CS]

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## Belmont High School Course Outline

**Course Title:** French 5

**Course Number:** 217

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of French 4 or French 4 Honors and is an option for students who want to continue their study of the French language and culture but do not plan to take the Advanced Placement test. Students will continue to strengthen their proficiency in the French language and culture through conversation, literary and authentic texts, movies and other sources. Summer work required.

### Resources:

Imaginez – Vista Higher Learning, 2008

### Topics:

*Students will reinforce their skills in reading, listening, writing, and speaking in French to discuss contemporary topics in the French-speaking world. Topics and themes to be covered are:*

- Les jeunes/Les ados
- La famille / les rapports familiaux
- Le mal du pays / L'immigration
- Le Racisme
- Les Médias
- L'environnement
- L'avenir et la technologie
- Les traditions et les rites de passage
- Les contes de fées
- Le monde francophone

*Grammar structures presented in French 5 will be a mix of review as well as new grammatical structures. The following major tenses and grammar points will be covered/reviewed in French 5.*

Le conditionnel / le conditionnel passé, Le futur / le futur antérieur, , Les phrases conditionnelles (phrases avec 'si'), Le passé simple, Le passé composé v l'imparfait, Le plus-que-parfait, Le subjonctif et le passé du subjonctif, Les expressions négatives, Le gérondif, Les pronoms démonstratifs, relatifs et interrogatifs, La voix passive

### Assessments:

*Students will be assessed via:*

- listening comprehension assessments (CT, CS)
- reading comprehension assessments: literary and authentic texts such as articles (newspaper, magazine, internet) (CT, CS)
- speaking comprehension assessments: skits/role-plays, oral presentations, class discussions (CT, CS)
- writing assessments: open-response writing prompts (minimum of one page and longer) /short essays and opinion based papers (CT, CS)
- a final exam that includes speaking, reading, writing, and listening tasks (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Latin 1

**Course Number:** 230

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course introduces the student to the classical language of the Romans. Fundamentals include Latin vocabulary, forms and grammar needed to read stories based on history and popular myths. Much attention is given to the development of English vocabulary and an appreciation of Roman customs and virtues.

### Resources:

- *Jenney's First Year Latin* text [Prentice Hall, 1990]
- Teacher-created materials

### Topics:

Students will read and write Latin using the following grammatical structures:

- First, Second, and Third Declension
- All Four Conjugations and *sum, esse*
- All Six Tenses, Active and Passive Voice
- Adjectives and Adverbs
- Ablative and Accusative Expression of Place
- Ablative of Means, Instrument, Accompaniment, and Agent

Students will also learn about numerous aspects of Roman culture and history through the reading of both instructional materials and Ancient texts. These cultural areas include: Roman housing, Roman dress, archaeology and artifacts, dining, development of the Latin language, and women in the ancient world.

### Assessments:

- Latin composition assessments (CT, CS)
- Translations (CT, CS)
- Reading comprehension assessments (CT, CS)
- A final exam that includes translating and reading comprehension (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Latin 2

**Course Number:** 231

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of Latin 1 (either at the high school or at the middle school). In this course students learn the more advanced structures, grammar and vocabulary essential to the reading of Latin of moderate difficulty. Latin-English grammatical exercises lead to accuracy of expression and careful attention to detail. The reading includes selections from Caesar's Commentaries on the Gallic Wars and Ovid's Metamorphoses. Students are provided with experience in reading prose and poetry, history and mythology. By the end of the course the student is expected to have developed sufficient command to read the more sophisticated prose of Cicero in the third year.

### Resources:

- *Jenney's First Year Latin* text [Prentice Hall, 1990]
- Teacher-created materials

### Topics:

Students will read and write Latin using the following grammatical structures:

- Numbers
- 4<sup>th</sup> and 5<sup>th</sup> declension
- Demonstratives and Pronouns
- Relative and Interrogative Pronouns and Adjectives
- The Dative with Compound and Intransitive Verbs
- Deponent verbs
- Infinitives and Indirect Statements
- Comparison of Adjectives and Adverbs

Students will also learn about numerous aspects of Roman culture and history through the reading of both instructional materials and Ancient texts. These cultural areas include: Roman religion and mythology, festivals, archaeology and artifacts, dining, development of the Latin language, and a brief overview of the Greek language.

### Assessments:

- Latin composition assessments (CT, CS)
- Translations (CT, CS)
- Reading comprehension assessments (CT, CS)
- A final exam that includes translating and reading comprehension (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Latin 2 Honors

**Course Number:** 232

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This is an intensive course for students who have successfully completed Latin 1 (at the middle school or high school) and who are motivated to continue their study of Latin at a faster pace and a more intense level. Students are expected to enter this course with a solid grounding in the five declensions of nouns and the four conjugations of verbs in the six tenses, active and passive voices, indicative and imperative moods. In this course students learn the more advanced structures, grammar and vocabulary essential to the reading of Latin of moderate difficulty. Latin-English grammatical exercises lead to accuracy of expression and careful attention to detail. By the end of the course the student is expected to have developed sufficient command to read the more sophisticated poetry of Ovid in the third year.

### Resources:

- *Jenney's First Year Latin* text [Prentice Hall, 1990]
- *Jenney's Second Year Latin* text [Prentice Hall, 1990]
- Teacher-created materials

### Topics:

Students will read and write Latin using the following grammatical structures:

- Numbers
- 4<sup>th</sup> and 5<sup>th</sup> declension
- Demonstratives and Pronouns
- Relative and Interrogative Pronouns and Adjectives
- The Dative with Compound and Intransitive Verbs
- Deponent verbs
- Infinitives and Indirect Statements
- Comparison of Adjectives and Adverbs
- Participles
- Subjunctive mood

Students will also learn about numerous aspects of Roman culture and history through the reading of both instructional materials and Ancient texts. These cultural areas include: Roman religion and mythology, festivals, archaeology and artifacts, dining, development of the Latin language, a brief overview of the Greek language, the founding of the city of Rome, the history of the end of the Roman republic and the rise of Augustus, and the Roman military.

### Assessments:

- Latin composition assessments (CT, CS)
- Translations (CT, CS)
- Reading comprehension assessments (CT, CS)
- A final exam that includes translating and reading comprehension (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Latin 3

**Course Number:** 233

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of Latin 2 or Latin 2 Honors. Having mastered the fundamentals of Latin grammar and read guided selections of prose stylists (especially Caesar's Celtic Wars and invasion of Britain), the students are prepared to read poetic literature in several forms: epic (selections from Vergil's Aeneid), elegiac (Ovid), and romantic (Catullus, Horace). The aim of the course is not just to further the students' facility in translating Latin, but, through the texts, to deepen their understanding of the geography, politics, cultures, and history of the ancient Mediterranean.

### Resources:

- *Jenney's Second Year Latin* text [Prentice Hall, 1990]
- Teacher-created materials

### Topics:

Students will read and write Latin using the following grammatical structures:

- Deponent verbs
- Participles
- Ablative Absolute
- Gerunds and Gerundives
- Subjunctives
- Optative and Hortatory Subjunctive
- Indirect Commands and Result Clauses

Students will read passages from Caesar's *De Bello Gallico*, and will discuss both the grammatical and historical content.

Students will also learn about numerous aspects of Roman culture and history through the reading of both instructional materials and Ancient texts. These cultural areas include: festivals, archaeology and artifacts, the Roman military, Julius Caesar's campaign in Gaul, the revolt of Vercingetorix, the history of the end of the Republic and the rise of Augustus.

### Assessments:

- Latin composition assessments (CT, CS)
- Translations (CT, CS)
- Reading comprehension assessments (CT, CS)
- A final exam that includes translating and reading comprehension (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Latin 3 Honors

**Course Number:** 234

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of Latin 2 honors or Latin 3 college prep. In this course, students read selections from the *Metamorphoses* of Ovid. Constant attention is given to an appreciation of Ovid's literary style, and the historical and mythological backgrounds related to the stories. More complex Latin grammar and syntax are studied in detail. Vocabulary building is also an essential component of this course. This course begins the preparation for the Latin Advanced Placement examination.

### Resources:

Jenney's *Third Year Latin* / text, Prentice-Hall, 1990  
*Love and Transformation / An Ovid Reader*, Scott Foresman, 1999  
Teacher-created materials

### Topics:

Students will translate selections from Ovid's *Metamorphoses* including Deucalion et Pyrrha, Phaethon, and Orpheus et Eurydice. Students will scan, recite and listen to the dactylic hexameter.

Students will learn figures of speech and terms used in grammar and rhetoric.

Students will learn more about Latin idioms and their grammatical constructions.

Additional uses of the genitive, dative, ablative, and locative case will also be studied.

### Assessments:

Translation from Latin to English assessments (CT, CS)

Translation from English to Latin assessments (CT, CS)

Scanning lines of dactylic hexameter (CT, CS)

Identifying figures of speech and terms used in grammar and rhetoric (CT, CS)

Studying vocabulary

A final exam that include translating, comprehension, grammar and syntax questions, and vocabulary. (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Spanish 1

**Course Number:** 240

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course begins the sequence of the study of Spanish language and culture. The course emphasizes the four skills of speaking, writing, reading and listening that are assessed in both written and oral formats. Sound discrimination, pronunciation and cultural awareness of the Spanish-speaking world are an important part of this beginning course. This course is designed to prepare students to continue to Spanish 1B, Spanish 2 or Spanish 2 Honors the following year.

### Resources:

- Realidades 1 Text, Workbook and ancillary materials [Pearson Prentice Hall, 2004]
- Teacher-created materials

### Topics:

Students will read, listen, write and speak in Spanish about:  
Describing themselves and their friends, school classes and student life, food, leisure activities and hobbies, family, home, shopping, vacation, and helping in the community.

Grammar topics include:

- recognizing infinitives and grouping them by category to recognize patterns
- identifying cognates and using them in reading, listening, and speaking contexts
- definite and indefinite articles
- forming plural nouns and adjectives
- concordance of nouns and adjectives
- subject pronouns
- making negative statements
- using interrogative words to ask and answer questions
- conjugation of regular verbs (-ar, -er, -ir)
- conjugation of irregular verbs such as ser, estar, ir, dar, tener in the present tense
- concordance of subject pronouns and verb forms
- expressing future events using IR + a + infinitive construction
- possessive adjectives

### Assessments:

- speaking assessments: face-to-face interviews; skits/role-plays; oral presentations **(CS, CT)**
- writing assessments: short answers (sentences and short paragraphs) **(CS, CT)**
- reading assessments: multiple choice and short answer **(CT)**
- listening assessments: multiple choice and short answer **(CT)**
- a final exam that includes speaking, listening, reading and writing tasks **(CS, CT)**

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## Belmont High School Course Outline

**Course Title:** Spanish 1B

**Course Number:** 241

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course is available for students who have passed Spanish 1 but need more time to master the novice outcomes (as described in the beginning of this section). Students will continue to work on the skills of speaking, writing, reading and listening in order to be well prepared to continue to Spanish 2 or Spanish 2 Honors the following year.

### Resources:

- *Paso a paso 1* text, workbook and ancillary materials [ScottForesman, 1996]
- *Una guitarra misteriosa* [EMC, 1982]
- Teacher-created materials

### Topics:

*Students will read, listen, write and speak in Spanish about:*

- Activities
- Friendship
- School
- Sports and Leisure
- Food
- Home
- Leisure and Vacation Time
- Community
- Cultural products, practices and perspectives in the Spanish-speaking world related to these topics (in English and Spanish)

Grammatical structures necessary to communicate about these topics: infinitives, negative statements, interrogatives, adjectives (agreement, location), nouns, definite and indefinite articles, subject pronouns, present tense regular verbs, present tense irregular and stem-changing verbs, verb expressions (me gusta/encanta, ir + a + infinitive, etc.), possessive adjectives, demonstrative adjectives, preterite tense regular verbs, preterite tense irregular verbs (ir, hacer, ver)

### Assessments:

- listening comprehension assessments (CT, CS)
- reading comprehension assessments (CT, CS)
- speaking assessments: skits/role-plays, spontaneous speech recorded in the language lab (1-2 minutes), face-to-face interviews, oral presentations in present and preterite tenses (CT, CS)
- writing assessments: open-response writing (sentence, paragraph and essay length) (CT, CS)
- a final exam that includes speaking, reading, listening and writing tasks (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Spanish 2

**Course Number:** 242

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of Spanish 1 (studied at the high school or at the middle school) or Spanish 1B. There is a continued emphasis on speaking, writing, reading and listening, with an increasing level of difficulty in the areas of vocabulary and grammar. There is a continued study of culture in the Spanish-speaking world through the use of short readings.

### Resources:

Realidades 2 Textbook and workbook (Pearson Prentice Hall, 2006)  
Realidades 2 Ancillary Materials (CDs, DVDs, web site, etc.)

### Topics:

Students will read, listen, write, and speak in Spanish about:

- the school day, classes, school materials, and course descriptions
- after school/extracurricular activities
- personal daily routines
- clothing, fashion, and shopping
- major past events and event preparation
- giving directions for how to arrive at a place
- remembering childhood
- holidays
- emergency situations and heroic acts
- an accident scene
- television
- movies
- Cultural products, practices, and perspectives in the Spanish-speaking world related to these topics (in English and Spanish)

Grammatical structures (taught and reviewed) necessary to communicate about these topics: present tense, affirmative and negative words, comparisons, preterite tense, demonstrative adjectives, direct and indirect object pronouns, prepositions, present progressive tense, imperfect tense, imperfect progressive tense, uses of preterite vs. imperfect tenses, verbs that use indirect object pronouns (like gustar), reflexive pronouns, present perfect tense.

### Assessments:

- speaking assessments: face-to-face interviews, skits/role-plays (CT, CS)
- writing assessments: open-response writing prompts (sentence, paragraph and essay length) (CT, CS)
- reading assessments: comprehension that corresponds to unit of study; multiple-choice or short answer (CT, CS)
- listening assessments: comprehension that corresponds to unit of study; multiple-choice or short answer (CT, CS)
- a final exam that includes speaking, reading listening, and writing tasks (CT, CS)

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## Belmont High School Course Outline

**Course Title:** Spanish 2 Honors

**Course Number:** 243

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This is an intensive course for students who have successfully completed Spanish 1 or Spanish 1B and who are motivated to continue their study of the Spanish language and culture at a more intense level. There is an overall emphasis on the skills of speaking, writing, reading and listening, with an expectation that the students will be able to express themselves both in writing and in speaking in a spontaneous manner.

### Resources:

Realidades 2 Textbook and workbook (Pearson Prentice Hall, 2006)  
Realidades 2 Ancillary Materials (CDs, DVDs, web site, etc.)  
Medallón de Plata [AMSCO]

### Topics:

Students will read, write, listen and speak in Spanish about:

- Activities in school and outside of school
- Daily routines
- Clothing and shopping
- Running errands
- Locations in a town
- Driving and transportation
- Giving and asking for directions
- Childhood toys and games
- Social gatherings and celebrations
- Emergencies, crises, rescues, and heroic acts
- Accident scenes
- Television watching and sporting events
- Movies
- Food: preparation, appliances, following recipes, and giving directions
- Cultural products, practices, and perspectives in the Spanish-speaking world related to these topics (in English and Spanish)

Grammatical structures necessary to communicate about these topics: stem-changing verbs, affirmative and negative words, the verbs *saber* and *conocer*, making comparisons, *hace + time expressions*, reflexive verbs, the verbs *ser* and *estar*, possessive adjectives, preterite of regular and irregular verbs, demonstrative adjectives, imperfect tense of regular and irregular verbs, uses of the imperfect and preterite, direct and indirect object pronouns, affirmative tú commands, present progressive: irregular forms.

### Assessments:

- listening comprehension assessments (CT, CS)
- reading assessments: fiction and non-fiction (CT, CS)
- speaking assessments: face-to-face interviews, oral presentations, skits/role-plays (CT, CS)
- writing assessments: open response writing prompts (paragraphs and essay length) (CT, CS)
- a final exam that includes speaking, reading listening, and writing tasks (CT, CS)

## Belmont High School Course Outline

**Course Title:** Spanish 3

**Course Number:** 244

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of Spanish 2 or Spanish 2 Honors. While continuing to emphasize speaking, writing, reading and listening, the length of discourse increases as students' progress through the sequence of Spanish courses. In addition to reading selections from the textbook, students will be expected to read selections from authentic texts such as magazine articles and short stories. They will also be expected to follow, react to, and retell the narratives associated with a video series and a film. Students will study a variety of songs from the Spanish speaking world. They will be expected to understand these works, reacting to them and critiquing them

### Resources:

Realidades 2 Textbook and workbook (Pearson Prentice Hall, 2006)

Realidades 2 Ancillary Materials (CDs, DVDs, web site, etc.)

### Topics:

Students will read, listen, write and speak in Spanish about:

- themselves and their daily life in the present, past and future tenses
- natural disasters and emergency situations
- treatments for various medical conditions
- elements of the Spanish speaking world: the high school experience, childhood livelihoods and songs, holidays and social gatherings, accidents and disasters and procedures for dealing with these
- various Mexican cities and certain periods of Mexican history
- various songs from Spanish speaking countries
- the video-mystery series: *En busca de la verdad*
- the film: *Alicia en el país de las maravillas*

Grammar topics to be reviewed and taught include:

- review of the present indicative and preterit tenses
- the imperfect tense
- a comparison of uses of the preterit and imperfect tenses
- indirect and direct object pronouns
- formation and usage of reflexive verbs in all verb tenses studied in the course
- differences between ser and estar and saber and conocer
- the verb gustar
- the uses of the infinitive
- reciprocal action

### Assessments:

- speaking assessments: face-to-face interviews, skits/role-plays, recordings in the language lab (CT, CS)
- writing assessments: open-response writing prompts (multiple-sentence paragraphs and essay lengths, translation exercises) (CT, CS)
- reading assessments: comprehension that corresponds to unit of study; multiple-choice or short answer (CT, CS)
- listening assessments: comprehension that corresponds to unit of study; multiple-choice or short answer (CT, CS)
- a final exam that includes reading, writing, listening and speaking tasks (CT, CS)

## Belmont High School Course Outline

**Course Title:** Spanish 3 Honors

**Course Number:** 245

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This is an intensive course that is taught almost exclusively in Spanish and demands a high level of motivation on the part of the student. This course continues to study the Spanish language and culture by means of the four skills of speaking, writing, reading and listening. Emphasis is placed on the acquisition of reading and writing skills through the use of Spanish and Latin American short stories.

### Resources:

Realidades 3 Textbook and workbook (Pearson Prentice Hall, 2006)  
Realidades 3 Ancillary Materials (CDs, DVDs, web site, etc.)  
*Dos Cuentos Biculturales: Una Visita a Cuba*

### Topics:

Students will read, listen, write, and Speak in Spanish about:

- themselves and their daily life in the present, past, and future tenses
- travel in the Spanish-speaking world
- history of the Spanish-speaking world
- culture of various countries of the Spanish-speaking world

Grammar topics to be reviewed and taught include:

- review of the preterit tense
- preterit and imperfect tenses compared
- imperfect, future, conditional, progressive and perfect tenses
- review of direct and indirect object pronouns
- review of reflexive pronouns and reflexive verbs
- differences between *Ser* and *Estar*
- the present subjunctive and the uses of the present subjunctive
- differences between *Por* and *Para*
- *Estar* + present participle
- formal and informal commands

### Assessments:

- speaking assessments: face to face interviews, skits/role-plays, recordings in the language lab **(CS, CT)**
- writing assessments: open-response writing prompts (multiple sentence paragraphs and essay length) **(CS, CT)**
- reading assessments: comprehension that corresponds to unit of study; multiple-choice or short answer **(CT)**
- listening assessments: comprehension that corresponds to the unit of study; multiple-choice or short answer **(CT)**
- a final exam that includes reading, writing, listening and speaking tasks **(CS, CT)**

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## Belmont High School Course Outline

**Course Title:** Spanish 4

**Course Number:** 246

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of Spanish 3 or Spanish 3 Honors and continues the study of the Spanish language and culture. The focus continues to be on the four skills of speaking, writing, reading and listening, but there is particular emphasis on reading and writing through the study of Spanish and Latin American short stories. History and cultural topics in art, literature and music are important elements in the course. Summer work required.

### Resources:

Realidades 3 Textbook and workbook (Pearson Prentice Hall, 2006)  
Realidades 3 Ancillary Materials (CDs, DVDs, web site, etc.)  
Films and authentic cultural materials

### Topics:

*Students will read, listen, write and speak in Spanish about:*

- Health
- Relationships
- Career development and individual goals
- Participation in the community
- Technology in culture
- Cultural products, practices and perspectives in the Spanish-speaking world related to these topics

Grammatical structures necessary to communicate about these topics: the present tense, the preterit and imperfect tenses, and indirect object pronouns [reviewed/practiced in this course]; the imperative, the present subjunctive, por/para, the present perfect subjunctive, the past and future perfect tenses, if clauses.

### Assessments:

- speaking assessments: face to face interviews, recordings in the language lab (CS, CT)
- writing assessments: open-response writing prompts (multiple sentence and paragraphs) (CS, CT)
- reading assessments: comprehension that corresponds to unit of study; multiple-choice or short answer (CT)
- listening assessments: comprehension that corresponds to the unit of study; multiple-choice or short answer (CT)
- a final exam that includes reading, writing, listening and speaking tasks (CS, CT)

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## Belmont High School Course Outline

**Course Title:** Spanish 4 Honors

**Course Number:** 247

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This is an intensive course that continues the study of the Spanish language using literature from the Spanish-speaking world as a springboard for both vocabulary and grammar study. Authors are studied in relation to their social and historical contexts. Attendance to events in the Spanish-speaking community in the Greater Boston community is a requirement of this course. Students are expected to be able to use the material studied in the prerequisite courses in their writing, listening, and speaking. The course is taught exclusively in Spanish. Students will be prepared to take the SAT II in Spanish by the end of this course. This course begins the preparation for the Spanish Advanced Placement examination. Summer work required.

### Resources:

¡Continuemos!, Jarvis, Lebrede, Mena-Ayllón, Houghton Mifflin Company  
selected unabridged short stories, poems, essays, and articles

### Topics:

#### Literature from the Spanish Speaking World

Students will study the social and personal influences of each writer so as to understand writers as individuals and literature as a cultural and historical product. An emphasis is placed on relating writers and their works to their social contexts, to other artists, other moments in history, and the student reader. Literature is used as a tool for observing cultural comparisons and contrasts with the aim of promoting cross-cultural understanding. Students will be able to understand and use a variety of new grammatical topics in their oral and written work including:

- uses of the verb *haber*
- expressing conjecture in the present and past
- verbs that express emotion
- possessive pronouns
- uses and omissions of articles
- reciprocity
- relative pronouns
- *por* and *para*
- the present perfect and the imperfect subjunctive

Students will be able to understand and use new vocabulary:

- words that pose particular challenges for native English speakers
- advanced vocabulary as found in course readings

Prerequisite tenses: the present subjunctive, the present perfect, the pluperfect, the future perfect, the conditional perfect, the preterit, the imperfect, the future and the conditional.

### Assessments:

- written and oral assessments that integrate knowledge of grammar and vocabulary from 3h and current material (CT, CS)
- reading comprehension assessments that include knowledge of socio-historical context (CT, CS)
- response essays to cultural events that students attend (CT, CS)
- a final exam that includes, speaking, reading, listening, and writing tasks (CT, CS)

## Belmont High School Course Outline

**Course Title:** Spanish 5

**Course Number:** 248

**Credits:** 5

**Course Type:** Year

**Department:** Foreign Language

### Course Description:

This course follows the successful completion of Spanish 4 or Spanish 4 Honors and is an option for students who want to continue their study of the Spanish language and culture but do not plan to take the Advanced Placement test. Students will be prepared to take the SAT II in Spanish by the end of Term 1 of this course. Students will continue to strengthen their proficiency in the Spanish language and culture through conversation, literary and authentic texts, movies and other sources. Summer work required.

### Resources:

**Spanish 3 Years** text [AMSCO]

**Encuentros Maravillosos** text [Prentice Hall]

**Teacher created materials**

### Topics:

*Students will reinforce their skills in reading, listening, writing, and speaking in Spanish to discuss contemporary topics in the Spanish-speaking world as well as topics that are appealing to the students. Possible topics include:*

- Personal relationships
- The environment
- Plans for the future
- Expectations and reactions to different expectations
- Food and recipes
- Childhood stories
- Cultural products, practices, and perspectives in the Spanish-speaking world related to these topics

Grammatical structures will be incorporated into the various topics. Grammar structures presented in Spanish 4 will be reviewed as necessary and new structures will be introduced depending on the topic being discussed. New structures may include: future perfect and pluperfect tenses, *hacer and desde* in time expressions, the conditional and conditional perfect, the passive voice.

### Assessments:

- listening comprehension assessments (CT, CS)
- reading comprehension assessments: literary and authentic texts such as articles (newspaper, magazine, internet) (CT, CS)
- speaking comprehension assessments: skits/role-plays, oral presentations, class discussions (CT, CS)
- writing assessments: open-response writing prompts (minimum of one page and longer), student created fairytale (CT, CS)
- a final exam that includes speaking, reading, writing, and listening tasks (CT, CS)

*Learn \* Think \* Create \* Serve*