
WORLD LANGUAGES

The courses described in this section are designed to help students learn to communicate effectively in a world language. Major emphasis is placed on developing students' ability to comprehend what they hear and read and to express their thoughts orally and in writing. In addition to developing their communication skills, students will develop an awareness of and appreciation for other cultures.

The world languages instructional program is designed to help students:

- Understand an educated fluent speaker conversing about topics of general interest and speaking in such media as news broadcasts, plays, movies, and telecasts.
- Speak fluently and comprehensibly on a range of topics.
- Understand directly, without translating, the content of nontechnical writing, selected works of literature, and articles of general interest from periodicals.
- Write comprehensibly for formal and informal purposes.
- Develop awareness of the cultures of people speaking the world languages.

At the elementary level, world languages instruction is given in magnet schools in the Spanish Language Immersion Magnets (SLIM) and the French Language Immersion Magnet (FLIM).

At the secondary level, the modern world languages offered are Filipino, French, German, Portuguese, Japanese, Mandarin Chinese, and Spanish. Latin is offered to students interested in the study of a classical language. American Sign Language also meets the high school graduation requirement for world languages and introduces the basic structure of the language and development of its use within the deaf culture.

World Languages offerings vary from school to school in response to student interest, staff resources, and other factors. In all cases, however, curriculum and instruction are aligned with the foreign language standards adopted by the California Department of Education in January 2019 (found in this PDF document www.cde.ca.gov/be/st/ss/documents/wlstandards.pdf), as well as the 2020 Foreign Language Framework for California Public Schools. See www.cde.ca.gov/ci/fl/cf/.

INDEPENDENT WORLD LANGUAGE SCHOOLS

Graduation credit may be granted for *district-approved* coursework taken at an independent world language school (IWLS) outside the regular school day (e.g., Saturday school) or school year (i.e., summer school), even if the school is not WASC accredited, provided that the student notifies the principal in advance (see Administrative Procedure 4770.C.12.a(3)). A current list of the independent world languages schools and approved courses may be found in Part III.

The course descriptions in this section are arranged alphabetically by language. The following are SDUSD World Languages district approved courses:

- American Sign Language (ASL)
- Filipino
- French
- German
- Hebrew (Hebrew IWLS schools only.)
- Japanese
- Latin

- Mandarin Chinese (including AP Chinese Language and Culture)
- Portuguese
- Spanish

The following **middle school level** course descriptions are arranged **alphabetically**.

American Sign Language 1-2 (P) • 2384, 2385

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This introductory course, open to all students who wish to learn American Sign Language, is intended to develop limited facility in the basic structure and use of the language. Study of the deaf culture will also be included so that students will have knowledge of the values, beliefs, behaviors, and common world view found among deaf people.

BASIC INSTRUCTIONAL MATERIALS

Hills, *Learning American Sign Language*, Prentice Hall, 2004.

American Sign Language 3-4 (P) • 2386, 2387

Grade level: 8–12

Prerequisites: American Sign Language 1-2 with a grade of C or higher; recommendation of teacher and/or counselor

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is designed for students who have successfully completed American Sign Language 1-2. It is a continuation of the introductory course and is intended to extend students' limited facility in the major skills.

BASIC INSTRUCTIONAL MATERIALS

Lentz, *Signing Naturally Curriculum, Level 2*, Dawn Sign Press, 1997.

American Sign Language 5-6 (P) • 2382, 2383

Grade level: 7–12

Prerequisites: American Sign Language 3-4 with a grade of C or higher *or* equivalent

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course continues instruction begun in American Sign Language 3-4 and provides a third year of American Sign Language study. Students taking this course will be exposed to deaf culture, general interpreting techniques, reverse interpreting, and community resources for the deaf. Students meet and communicate with deaf individuals, and work on finger spelling speed and sign fluency. Students who successfully pass this course will possess the conversational skills necessary to enter an interpreter-training program.

Filipino 1-2 (P) • 2395, 2396

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based, introductory course is open to all students who wish to begin the study of Filipino language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Filipino teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Filipino as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level Filipino course.

BASIC INSTRUCTIONAL MATERIALS

Romero, *Learn Filipino: Book One*, Magsimba Press, 2008.

Sining ng Wika at Pagbasa, Phoenix, 2006.

World Language Curriculum Guide for Filipino 1-2, San Diego Unified School District, 2009.

Filipino 3-4 (P) • 2397, 2398

Grade level: 8–12

Prerequisites: Filipino 1-2 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed Filipino 1-2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the Filipino teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Filipino as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level Filipino course if offered.

BASIC INSTRUCTIONAL MATERIALS

Romero, *Learn Filipino: Book One*, Magsimba, 2008.

Ugnayan 3: Aklat sa Wika at Pagbasa, Vibal, 2001.

World Language Curriculum Guide for Filipino 3-4, San Diego Unified School District, 2010.

Filipino 5-6 (P) • 2403, 2404

Grade level: 7–12

Prerequisites: Filipino 3-4 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed Filipino 3-4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Filipino teacher, may be used to facilitate instruction and language practice. This course may meet the needs of Filipino-speaking students whose literacy skills are not fully present.

BASIC INSTRUCTIONAL MATERIALS

Romero, *Learn Filipino: Book Two*, Magsimba, 2008.

Ugnayan 4: Aklat sa Wika at Pagbasa, Vibal, 2001.

World Language Curriculum Guide for Filipino 5-6, San Diego Unified School District, 2010.

French 1-2 (P) • 2001, 2002

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

Notes: Online Course Equivalent: EDG FRN I A-B (P) 4771,4772

COURSE DESCRIPTION

This functions-based, introductory course is open to all students who wish to begin the study of French language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in French as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level French course.

BASIC INSTRUCTIONAL MATERIALS

DeMado et al., *Bien Dit!* Level 1, Holt McDougal, 2008.

World Language Curriculum Guide for French 1-2, San Diego Unified School District, 2009.

French 3-4 (P) • 2003, 2004

Grade level: 7–12

Prerequisites: French 1-2 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

Notes: Online Course Equivalent: EDG FRN II A-B (P) 4773,4774

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed French 1-2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in French as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level French course if offered.

BASIC INSTRUCTIONAL MATERIALS

DeMado et al., *Bien Dit!* Level 2, Holt McDougal, 2008.

World Language Curriculum Guide for French 3-4, San Diego Unified School District, 2010.

French 5-6 (P) • 2005, 2006

Grade level: 7–12

Prerequisites: French 3-4 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

Notes: Online Course Equivalent: EDG FRN III A-B (P) 4775,4776

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed French 3-4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. This course may meet the needs of French-speaking students whose literacy skills are not fully present.

BASIC INSTRUCTIONAL MATERIALS

Schmitt and Lutz, *Bon Voyage*, Level 2, Glencoe McGraw-Hill, 2002.

World Language Curriculum Guide for French 5-6, San Diego Unified School District, 2011.

French Language 1-2 AP (HP) • 2013, 2014

Grade level: 8–12

Prerequisites: French 5-6 or higher; B average or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language; weighted

UC subject area satisfied: e - Language Other than English

Notes: Online Course Equivalent: EDG AP FRENCH 1,2 (HP) 4778,4779

COURSE DESCRIPTION

This course is designed for students who wish to pursue the equivalent of a third-year college-level course in advanced composition and conversation. Course content reflects intellectual interests shared by students and teacher in the arts, history, current events, literature, culture, and sports. The course stresses oral skills, composition, and grammar and emphasizes the use of language for active communication. Language skills are applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral

part of the Advanced Placement language course. Multicultural awareness is developed.

BASIC INSTRUCTIONAL MATERIALS

Muyskens, *Bravo!* Heinle & Heinle, 2004.

Amiry, *Barron's AP French*, Barron's Educational, 1998.

French Language Arts FLIM 1-2 • 2027, 2028

French Language Arts FLIM 3-4 • 2029, 2030

French Language Arts FLIM 5-6 • 2031, 2032

Grade level: 6–8

Prerequisites: None

Course duration: One year

Notes: These courses must be taught in conjunction with the one-period English Language Arts FLIM courses at each grade level

COURSE DESCRIPTION

Approved for the Language Academy. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This sequential series of yearlong courses supports the French Language Immersion Magnet (FLIM) program at the Language Academy and is designed to prepare students for entry into the International Baccalaureate magnet program at Mission Bay High School or the School of International Studies at the San Diego High Educational Complex.

Taught entirely in French, each is a one-period, balanced literacy course that builds on knowledge and skills acquired in the preceding year's course, including those in the elementary FLIM program.

BASIC INSTRUCTIONAL MATERIALS

No adopted text. School choose from among available resources.

German 1-2 (P) • 2051, 2052

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based, introductory course is open to all students who wish to begin the study of German language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course.

BASIC INSTRUCTIONAL MATERIALS

Winkler, *Komm Mitt!* Level 1, Holt McDougal, 2010.
World Language Curriculum Guide for German 1-2, San Diego Unified School District, 2006.

German 3-4 (P) • 2053, 2054

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed German 1-2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course if offered.

BASIC INSTRUCTIONAL MATERIALS

Winkler, *Komm Mitt!* Level 2, Holt McDougal, 2010.
World Language Curriculum Guide for German 3-4, San Diego Unified School District, 2006.

German 5-6 (P) • 2055, 2056

Grade level: 7–12

Prerequisites: German 3-4 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed German 3-4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. This course may meet the needs of German-speaking students whose literacy skills are not fully present.

BASIC INSTRUCTIONAL MATERIALS

Kraft, *Deutsch Aktuell 3*, EMC/Paradigm, 1999.
World Language Curriculum Guide for German 5-6, San Diego Unified School District, 2010.

IB MYP Mandarin Immersion 6th • 2174

Grade level: 6

Prerequisites: None

Course duration: One year.

COURSE DESCRIPTION

Approved for Pacific Beach Middle School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This International Baccalaureate (IB) Middle Years Program (MYP) immersion course in Mandarin Chinese is offered to students who enter Pacific Beach Middle School from a Mandarin language immersion program

or with equivalent language knowledge, understanding, and skills. The course is taught in conjunction with a Mandarin immersion humanities course.

Students focus on the four key areas of world-language study: listening, speaking, reading, and writing. They continue to develop intercultural awareness. Recognition of and practice at writing simplified Chinese characters are a key focus of the course, and students learn several new characters each unit.

BASIC INSTRUCTIONAL MATERIALS

Site-selected materials.

Introduction to French • 2115

Grade level: 6

Prerequisites: None

Course duration: One year

COURSE DESCRIPTION

Approved for Roosevelt Middle School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is a yearlong introductory course in French for middle-school students who plan to enroll in regular French 1-2 (college-prep French) in grades 7 or 8. Students in this course will study the language and cultures of the French-speaking world and begin to acquire basic interpersonal and academic language skills appropriate to the novice learner. By the end of the course, students will be able to speak and understand simple words and phrases that relate to their immediate world and interests.

BASIC INSTRUCTIONAL MATERIALS

Exploring French, EMC Publishing.

Introduction to Mandarin Chinese • 2171

Grade level: 6

Prerequisites: None

Course duration: One year

COURSE DESCRIPTION

This is a yearlong, introductory course in Mandarin Chinese for middle-school students who plan to enroll in regular Mandarin Chinese 1-2 in grades 7 or 8. Students in this course will study the language and

cultures of the mandarin-speaking world and begin to acquire basic interpersonal and academic language skills appropriate to the novice learner. By the end of the course, students will be able to speak and understand simple words, phrases, and characters that relate to their immediate world and interests.

BASIC INSTRUCTIONAL MATERIALS

Site-selected materials.

Introduction to Spanish • 2415

Grade level: 6

Prerequisites: None

Course duration: One year

COURSE DESCRIPTION

Approved for Roosevelt Middle School and Grant K-8. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is a yearlong, introductory course in Spanish for middle-school students who plan to enroll in regular Spanish 1-2 (college-prep Spanish) in grades 7 or 8. Students in this course will study the language and cultures of the Spanish-speaking world and begin to acquire basic interpersonal and academic language skills appropriate to the novice learner. By the end of the course, students will be able to speak and understand simple words and phrases that relate to their immediate world and interests.

Japanese 1-2 (P) • 2161, 2162

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based, introductory course is open to all students who wish to begin the study of Japanese language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction

and technology, under the direction of the Japanese teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Japanese as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level Japanese course.

BASIC INSTRUCTIONAL MATERIALS

Peterson and Steverson, *Adventures in Japanese*, Level 1, Cheng & Tsui, 2005.

World Language Curriculum Guide for Japanese 1-2, San Diego Unified School District, 2009.

Japanese 3-4 (P) • 2163, 2164

Grade level: 7–12

Prerequisites: Japanese 1-2 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed Japanese 1-2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the Japanese teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Japanese as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level Japanese course if offered.

BASIC INSTRUCTIONAL MATERIALS

Peterson, *Adventures in Japanese*, Level 2, Cheng & Tsui, 2006.

World Language Curriculum Guide for Japanese 3-4, San Diego Unified School District, 2010.

Japanese 5-6 (P) • 2165, 2166

Grade level: 7–12

Prerequisites: Japanese 3-4 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed Japanese 3-4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Japanese teacher, may be used to facilitate instruction and language practice. This course may meet the needs of Japanese-speaking students whose literacy skills are not fully present.

BASIC INSTRUCTIONAL MATERIALS

Peterson, *Adventures in Japanese*, Level 3, Cheng & Tsui, 2007.

Peterson, *Adventures in Japanese*, Level 2, Cheng & Tsui, 2006 (resource).

World Language Curriculum Guide for Japanese 5-6, San Diego Unified School District, 2011.

Latin 1-2 (P) • 2201, 2202

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This introductory course, open to all students, is intended to develop limited proficiency in comprehending and translating selected readings in Latin.

BASIC INSTRUCTIONAL MATERIALS

Jenney, *Jenney's First Year Latin*, Prentice Hall, 1990.

Handford, *Langenscheidt Pocket Latin Dictionary*,
Langenscheidt, 1966.

Latin 3-4 (P) • 2203, 2204

Grade level: 7–12

Prerequisites: Latin 1-2 with a grade of C or higher;
recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than
English

COURSE DESCRIPTION

This course is designed for students who have successfully completed Latin 1-2. It is a continuation of the introductory course and is intended to increase students' proficiency in comprehending and translating Latin involving more extensive vocabulary and more complicated grammatical constructions.

BASIC INSTRUCTIONAL MATERIALS

Jenney, *Jenney's Second Year Latin*, Prentice Hall,
1990.

Latin 5-6 (P) • 2205, 2206

Grade level: 7–12

Prerequisites: Latin 3-4 with a grade of C or higher;
recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than
English

COURSE DESCRIPTION

This course is designed for students who have successfully completed Latin 3-4. It is a continuation of the preceding course and is intended to extend students' proficiency in Latin by reading authors of the classical period.

BASIC INSTRUCTIONAL MATERIALS

Anderson, *The Art of the Aeneid*, Bolchazy-Carducci
Publishers, 1989.

Griffin, *Virgil*, Oxford University Press, 1986.

Hines, *Our Latin Heritage, Book III*, Holt, Rinehart &
Winston, 1981.

Jenney, *Jenney's Third Year Latin*, Prentice Hall,
1990.

Trautman, *New College Latin and English Dictionary*,
Bantam, 1970.

Vergil's Aeneid, Books I-IV (Pharr's version),
Bolchazy-Carducci, 1964.

Handford, *Langenscheidt Pocket Latin Dictionary*,
Langenscheidt, 1966.

Mandarin Chinese 1-2 (P) • 2351, 2352

Grade level: 7–12

Prerequisites: Successful participation in a Mandarin
Chinese immersion program or equivalent

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than
English

Notes: Students enrolled in an advanced version of
this course as part of dual-language immersion
program will see an immersion designator (IM) added
to the course number on their transcripts.

COURSE DESCRIPTION

This introductory course, open to all students who wish to learn Mandarin Chinese, is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

BASIC INSTRUCTIONAL MATERIALS

Yuehua Liu et al, *Integrated Chinese, Level 1 Part 1*,
3rd Edition, Cheng & Tsui Chinese Language Series,
2009.

Mandarin Chinese 3-4 (P) • 2353, 2354

Grade level: 7–12

Prerequisites: Mandarin Chinese 1-2 with a grade of C
or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than
English

Notes: Students enrolled in an advanced version of
this course as part of dual-language immersion
program will see an immersion designator (IM) added
to the course number on their transcripts.

COURSE DESCRIPTION

This course is designed for students who have successfully completed Mandarin Chinese 1-2. It is a continuation of the introductory course and is intended to extend students' facility in literacy and language skills. Reading receives increasing attention, although continuing emphasis is placed on developing the ability to speak with fluency and accuracy. Cultural appreciation also continues to be emphasized.

BASIC INSTRUCTIONAL MATERIALS

Yuehua Liu et al, *Integrated Chinese, Level 1 Part 1, 3rd Edition*, Cheng & Tsui Chinese Language Series, 2009.

Yuehua Liu et al, *Integrated Chinese, Level 1 Part 2, 3rd Edition*, Cheng & Tsui Chinese Language Series, 2009.

Mandarin Chinese 5-6 (P) • 2355, 2356

Grade level: 7–12

Prerequisites: Mandarin Chinese 3-4 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

Notes: Students enrolled in an advanced version of this course as part of dual-language immersion program will see an immersion designator (IM) added to the course number on their transcripts.

COURSE DESCRIPTION

This course is designed for students who have successfully completed Mandarin Chinese 3-4. It is a continuation of the preceding course and is intended to increase students' proficiency. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC INSTRUCTIONAL MATERIALS

Yuehua Liu et al, *Integrated Chinese, Level 1 Part 2, 3rd Edition*, Cheng & Tsui Chinese Language Series, 2009.

Spanish 1-2 (P) • 2321, 2322

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

Notes: Online Course Equivalent: EDG SPN I A-B (P) 4715, 4716

COURSE DESCRIPTION

This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

BASIC INSTRUCTIONAL MATERIALS

Gahala et al., *iAvancemos!* Level 1, McDougal Littell, 2009.

World Language Curriculum Guide for Spanish 1-2, San Diego Unified School District, 2009.

Spanish 3-4 (P) • 2323, 2324

Grade level: 7–12

Prerequisites: Spanish 1-2 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

Notes: Online Course Equivalent: EDG SPN II A-B (P) 4717, 4718

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed Spanish 1-2. It is a continuation of the introductory course and is intended to consolidate students' listening and

speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish as evidenced by the Spanish I.P.T. or other language assessments. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

BASIC INSTRUCTIONAL MATERIALS

Gahala et al., *¡Avancemos!* Level 2, Holt McDougal, 2010.
World Language Curriculum Guide for Spanish 3-4, San Diego Unified School District, 2010.

Spanish 5-6 (P) • 2325, 2326

Grade level: 7–12

Prerequisites: Spanish 3-4 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

Notes: Online Course Equivalent: EDG SPN III A-B (P) 4722, 4723

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed Spanish 3-4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. This course may meet the needs of Spanish-speaking students whose literacy skills are not fully present.

BASIC INSTRUCTIONAL MATERIALS

Gahala et al., *¡En Español!* Level 3, McDougall-Littell, 2004.
World Language Curriculum Guide for Spanish 5-6, San Diego Unified School District, 2011.

Spanish for Spanish Speakers 1-2 (P) • 2345, 2346

Grade level: 7–12

Prerequisites: Native or native-like oral fluency in Spanish and/or recommendation of teacher or counselor based on a placement assessment

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is designed to improve students' ability to read and write in Spanish. It is an introductory course that gives students a rich language experience: vocabulary enrichment, primary writing skills, spelling, development of formal writing styles, and reading.

Students participate in cultural activities with themes based on the geography, folklore, and literature of the Spanish-speaking world.

BASIC INSTRUCTIONAL MATERIALS

Nuevas Vistas, Curso de Introducción, Holt McDougal, 2006.

Spanish for Spanish Speakers 3-4 (P) • 2347, 2348

Grade level: 7–12

Prerequisites: Spanish for Spanish Speakers 1-2 or recommendation of teacher and/or counselor based on placement assessment

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is a continuation of the introductory course Spanish for Spanish Speakers 1-2. It is designed to give students further language experiences as outlined in the introductory course. Emphasis is placed on strengthening students' mastery of literacy and language skills.

Students read and discuss significant literary works to improve oral and written communication skills. Focus is on using appropriate oral and written language styles in various contexts.

BASIC INSTRUCTIONAL MATERIALS

Nuevas Vistas, Curso Uno, Holt, Rinehart and Winston, 2006.

Spanish for Spanish Speakers 5-6 (P) • 2349, 2350

Grade level: 7–12

Prerequisites: Spanish for Spanish Speakers 3-4 or recommendation of teacher or counselor based on placement assessment

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is designed for students who have successfully completed Spanish for Spanish Speakers 3-4. The focus of the course is on reading literary works such as plays, novels, short stories, and poetry, as well as other kinds of narrative and expository materials.

BASIC INSTRUCTIONAL MATERIALS

Nuevas Vistas, Curso Dos, Holt, Rinehart and Winston, 2006.>

Spanish Introduction 5th–6th • 2045

Grade level: 5–6

Prerequisites: None

Course duration: One semester; may also be taught as a six-, nine-, or 12-week portion of an 18-week wheel course. May be repeated for credit

COURSE DESCRIPTION

This one-semester exploratory course introduces beginning-level students to the study of the Spanish language and the cultures of Spanish-speaking countries. Students enrolled in this course learn basic communication strategies, vocabulary, and pronunciation. Students will be able to engage in simple conversations and dialogues. They will be able to ask and answer basic questions.

BASIC INSTRUCTIONAL MATERIALS

Site-selected materials.

Spanish Language 1-2 AP (HP) • 2333, 2334

Grade level: 8–12

Prerequisites: Spanish 5-6 or higher; B average or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language; weighted

UC subject area satisfied: e - Language Other than English

Notes: Online Course Equivalent: EDG SPAN AMG 1,2 (HP) 4736,4737

COURSE DESCRIPTION

This course is designed for students who wish to pursue the equivalent of a third-year college-level course in advanced composition and conversation. Course content reflects intellectual interests shared by students and teacher in the arts, history, current events, literature, culture, and sports. The course stresses oral skills, composition, and grammar and emphasizes the use of language for active communication. Language skills are applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of the Advanced Placement language course. Multicultural awareness is developed.

BASIC INSTRUCTIONAL MATERIALS

Draggett, *Temas*, Vista Higher Learning, 2014.

SUPPLEMENTAL RESOURCES

Diaz, *Abriendo Paso lectura*, 4th Edition, Prentice Hall, 2001.

Gatski, *Triangulo*, 4th Edition, Wayside Publishing, 2006.

Spanish Language Arts SLIM 1-2 (P) • 2363, 2364**Spanish Language Arts SLIM 3-4 (P) • 2365, 2366****Spanish Language Arts SLIM 5-6 (P) • 2367, 2368**

Grade level: 7–12

Prerequisites: None

Course duration: One year per course

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

Notes: These courses are taught in conjunction with the one-period English Language Arts SLIM courses taught at the same grade level.

COURSE DESCRIPTION

Approved for the Language Academy, Longfellow K-8, and Bell, Clark, Millennial Tech, Montgomery, Pershing, Roosevelt, Taft, and Wilson Middle Schools. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This series of courses is designed to support the Spanish Dual Language/World Language program and allows students to continue on the immersion pathway after exiting a K-5 dual language program. Taught entirely in Spanish, this is a one-period, balanced literacy course that builds on knowledge and skills acquired in an elementary dual language program. This course is intended to provide students with the skills necessary to become independent critical readers, writers, listeners, and speakers, and to develop appreciation and understanding of the histories and cultures of the Spanish-speaking world. Students in this course also will expand their knowledge of grammatical concepts and applications.

BASIC INSTRUCTIONAL MATERIALS

Walqui-Van Lier, *Sendas Literarias 1*, Pearson, 2005.
 Walqui-Van Lier, *Sendas Literarias 2*, Pearson, 2005.
 Draggett, *Temas, Vista Higher Learning*, 2014.

Spanish Language Arts SLIM 6th • 2369

Grade level: 6

Prerequisites: None.

Course duration: One year

COURSE DESCRIPTION

This course is designed to support the Spanish Dual Language/World Language program and allows students to continue on the immersion pathway after exiting a K-5 dual language program. Taught entirely in Spanish, this is a one-period, balanced literacy course that builds on knowledge and skills acquired in an elementary dual language program. This course is intended to provide students with the skills necessary to become independent critical readers, writers, listeners, and speakers, and to develop appreciation and understanding of the histories and cultures of the Spanish-speaking world. Students in this course also

will expand their knowledge of grammatical concepts and applications.

BASIC INSTRUCTIONAL MATERIALS

Adelante Benchmark 6th Grade.

Supplementary resources:

Draggett, *Temas*, Vista Higher Learning, 2014.

Spanish Language Development for Spanish Speakers • 2419

Grade level: 6

Prerequisites: None

Course duration: One year

Notes: Native Spanish speakers who enter middle school in grade 7 or 8 may also be enrolled in this course

COURSE DESCRIPTION

Approved for Bell, Clark, Memorial Prep, Montgomery, Pacific Beach, and Roosevelt Middle Schools. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This is a one-year course for grade 6 native Spanish speakers in need of refining their academic literacy and language skills prior to enrolling in Spanish for Spanish Speakers 1–2 in grade 7 or 8. Because students arrive in this course already speaking Spanish, instruction focuses on expanding their existing linguistic proficiency, and helping them develop literacy and academic-language skills through a program of reading and writing.

BASIC INSTRUCTIONAL MATERIALS

Nuevas Vistas: Curso de Introducción, Holt, Rinehart, and Winston, 2006.

World Languages Exploration • 2044

Grade level: 5–8

Prerequisites: None

Course duration: One semester

COURSE DESCRIPTION

Approved for Dana School and Wangenheim Middle School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This one-semester exploratory course is designed to introduce students to world-language study in a nonthreatening way. The first half of the semester is spent learning Spanish, the second half learning French. Students who take this course will learn to pronounce many of the basic sounds found in both languages with a fair amount of accuracy and will be able to understand simple dialogue.

The following high school level course descriptions are arranged **alphabetically**.

American Sign Language 1-2 (P) • 2384, 2385

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This introductory course, open to all students who wish to learn American Sign Language, is intended to develop limited facility in the basic structure and use of the language. Study of the deaf culture will also be included so that students will have knowledge of the values, beliefs, behaviors, and common world view found among deaf people.

BASIC INSTRUCTIONAL MATERIALS

Hills, *Learning American Sign Language*, Prentice Hall, 2004.

American Sign Language 3-4 (P) • 2386, 2387

Grade level: 8–12

Prerequisites: American Sign Language 1-2 with a grade of C or higher; recommendation of teacher and/or counselor

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is designed for students who have successfully completed American Sign Language 1-2. It is a continuation of the introductory course and is intended to extend students' limited facility in the major skills.

BASIC INSTRUCTIONAL MATERIALS

Lentz, *Signing Naturally Curriculum, Level 2*, Dawn Sign Press, 1997.

American Sign Language 5-6 (P) • 2382, 2383

Grade level: 7–12

Prerequisites: American Sign Language 3-4 with a grade of C or higher *or* equivalent

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course continues instruction begun in American Sign Language 3-4 and provides a third year of American Sign Language study. Students taking this course will be exposed to deaf culture, general interpreting techniques, reverse interpreting, and community resources for the deaf. Students meet and communicate with deaf individuals, and work on finger spelling speed and sign fluency. Students who successfully pass this course will possess the conversational skills necessary to enter an interpreter-training program.

Chinese Language and Culture 1-2 AP (HP) • 2175, 2176

Grade level: 11–12

Prerequisites: Mandarin Chinese 5-6 or higher; B average or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language; weighted

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is comparable to a first-year college course in Mandarin Chinese. Students are expected to achieve a level of language proficiency in the intermediate range or beyond. The course engages students in an exploration of the culture of the Chinese-speaking world and provides them with ongoing and varied opportunities to develop and hone their language skills across three communicative modes: interpersonal, interpretive, and presentational. In doing so, they develop the necessary knowledge of the Chinese language, including pronunciation vocabulary, idiomatic expressions, grammatical structures, and written characters.

BASIC INSTRUCTIONAL MATERIALS

Site-selected materials.

Filipino 1-2 (P) • 2395, 2396

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based, introductory course is open to all students who wish to begin the study of Filipino language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Filipino teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Filipino as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level Filipino course.

BASIC INSTRUCTIONAL MATERIALS

Romero, *Learn Filipino: Book One*, Magsimba Press, 2008.
Sining ng Wika at Pagbasa, Phoenix, 2006.
World Language Curriculum Guide for Filipino 1-2, San Diego Unified School District, 2009.

Filipino 3-4 (P) • 2397, 2398

Grade level: 8–12

Prerequisites: Filipino 1-2 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed Filipino 1-2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the Filipino teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Filipino as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level Filipino course if offered.

BASIC INSTRUCTIONAL MATERIALS

Romero, *Learn Filipino: Book One*, Magsimba, 2008.

Ugnayan 3: Aklat sa Wika at Pagbasa, Vibal, 2001.

World Language Curriculum Guide for Filipino 3-4, San Diego Unified School District, 2010.

Filipino 5-6 (P) • 2403, 2404

Grade level: 7–12

Prerequisites: Filipino 3-4 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed Filipino 3-4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Filipino teacher, may be used to facilitate instruction and language practice. This course may meet the needs of Filipino-speaking students whose literacy skills are not fully present.

BASIC INSTRUCTIONAL MATERIALS

Romero, *Learn Filipino: Book Two*, Magsimba, 2008.

Ugnayan 4: Aklat sa Wika at Pagbasa, Vibal, 2001.

World Language Curriculum Guide for Filipino 5-6, San Diego Unified School District, 2010.

Filipino 7-8 (P) • 2405, 2406

Grade level: 10–12

Prerequisites: Filipino 5-6 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is designed for students who have successfully completed Filipino 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. A limited number of simple literary works, selected articles from periodicals, essays, and other narratives of general interest may be used as the basis for continued development of literacy and

language skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC INSTRUCTIONAL MATERIALS

Dr. Alicia, *Wikang Filipino 3*, 2nd Edition, Department of Linguistics UCSD & SDSU, 2017.

Carlos, *I'd Like to Speak Filipino 4* - Gusto Kong Mag-Filipino, Victoria P. Carlos Publishing, 2011

French 1-2 (P) • 2001, 2002

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

Notes: Online Course Equivalent: EDG FRN I A-B (P) 4771, 4772

COURSE DESCRIPTION

This functions-based, introductory course is open to all students who wish to begin the study of French language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in French as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level French course.

BASIC INSTRUCTIONAL MATERIALS

DeMado et al., *Bien Dit!* Level 1, Holt McDougal, 2008.

World Language Curriculum Guide for French 1-2, San Diego Unified School District, 2009.

French 3-4 (P) • 2003, 2004

Grade level: 7–12

Prerequisites: French 1-2 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

Notes: Online Course Equivalent: EDG FRN II A-B (P) 4773, 4774

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed French 1-2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in French as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level French course if offered.

BASIC INSTRUCTIONAL MATERIALS

DeMado et al., *Bien Dit!* Level 2, Holt McDougal, 2008.

World Language Curriculum Guide for French 3-4, San Diego Unified School District, 2010.

French 5-6 (P) • 2005, 2006

Grade level: 7–12

Prerequisites: French 3-4 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

Notes: Online Course Equivalent: EDG FRN III A-B (P) 4775, 4776

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed French 3-4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the French teacher, may be used to facilitate instruction and language practice. This course may meet the needs of French-speaking students whose literacy skills are not fully present.

BASIC INSTRUCTIONAL MATERIALS

Schmitt and Lutz, *Bon Voyage*, Level 2, Glencoe McGraw-Hill, 2002.

World Language Curriculum Guide for French 5-6, San Diego Unified School District, 2011.

French 5-6 Advanced (P) • 2035, 2036**German 5-6 Advanced (P) • 2085, 2086****Spanish 5-6 Advanced (P) • 2425, 2426**

Grade level: 9–12

Prerequisites: Successful completion of a second-year (3–4 level) World Language course

Course duration: One year

Graduation credit: World Language

Notes: Currently the a-g designation has been removed from German 5-6 Advanced. Sites will be re-submitting the updated course proposal for German 5-6 Advanced course to UC for a-g approval.

COURSE DESCRIPTION

Approved for the San Diego School of International Studies. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

The French, German, and Spanish 5–6 Advanced courses are designed to prepare students to take International Baccalaureate Diploma Program world language courses. The focus of these courses is on using language for active communication; language skills are applied to activities rather than tied to the mastery of specific subject matter.

BASIC INSTRUCTIONAL MATERIALS

No adopted text. School choose from among available resources.

French 7-8 (P) • 2007, 2008

Grade level: 10–12

Prerequisites: French 5-6 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is designed for students who have successfully completed French 5-6. It is a continuation of the preceding course and is intended to increase students' ability to

communicate in the world language. A limited number of literary works, selected articles from periodicals, essays, and other narratives of general interest may be used as the basis for continued development of the students' proficiency in literacy and language skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC INSTRUCTIONAL MATERIALS

Schmitt and Lutz, *Bon Voyage*, Level 3, Glencoe, 2002.

French 7-8 Honors (HP) • 2033, 2034

Grade level: 10–12

Prerequisites: French 5-6 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language; weighted

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

French 7-8 Honors is a highly rigorous course designed for students who have successfully completed French 5-6 and wish to continue their language studies with the goals of:

- Passing the SAT subject test in French with a score of 450 or higher
- Preparing to enroll in French Language 1-2 AP
- Studying French language and literature at an advanced level

This college-level course requires extensive reading of literature and academic writing beyond what would be expected in the standard French 7-8 course. This accelerated program is both contextually rich and cognitively demanding. The course uses a communicative approach that provides opportunities for students to use the second language appropriately in a range of authentic social and academic contexts and for a variety of purposes. There is an emphasis on research and academically challenging oral projects. Through the study of a variety of texts selected for this course, students will develop critical thinking skills and enhance their cultural perspectives of diverse peoples around the world.

BASIC INSTRUCTIONAL MATERIALS

Schmitt and Lutz, *Bon Voyage*, Level 3, Glencoe, 2005.

French HL1 IB 1-2 (HP) • 2039, 2040

French HL2 IB 1-2 (HP) • 2041, 2042

German HL1 IB 1-2 (HP) • 2089, 2090

German HL2 IB 1-2 (HP) • 2091, 2092

Spanish HL1 IB 1-2 (HP) • 2429, 2430

Spanish HL2 IB 1-2 (HP) • 2431, 2432

Grade level: 11–12

Prerequisites: Successful completion of a World Language 5–6 Advanced or higher-level world language course

Course duration: One year

Graduation credit: World Language; weighted

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

Approved for Mission Bay High School and the San Diego School of International Studies. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

The French, German, and Spanish HL1 and HL2 IB courses form an integrated two-year course of study that is equivalent to third- and fourth-year (respectively) college-level world language literature courses. Classes are taught entirely in the language being studied and students are expected to actively participate in classroom discussion of the literary works being read. The courses are designed to help students develop literary analysis and commentary skills and provide extensive training in the organization and writing of literary commentary. The two-year curriculum prepares students to take the IB Higher Level (HL) world language exam and satisfies the Language B requirement for the International Baccalaureate diploma.

BASIC INSTRUCTIONAL MATERIALS

No adopted text. School choose from among available resources.

French Language 1-2 AP (HP) • 2013, 2014

Grade level: 8–12

Prerequisites: French 5-6 or higher; B average or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language; weighted

UC subject area satisfied: e - Language Other than English

Notes: Online Course Equivalent: EDG AP FRENCH 1,2 (HP) 4778,4779

COURSE DESCRIPTION

This course is designed for students who wish to pursue the equivalent of a third-year college-level course in advanced composition and conversation. Course content reflects intellectual interests shared by students and teacher in the arts, history, current events, literature, culture, and sports. The course stresses oral skills, composition, and grammar and emphasizes the use of language for active communication. Language skills are applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of the Advanced Placement language course. Multicultural awareness is developed.

BASIC INSTRUCTIONAL MATERIALS

Muyskens, *Bravo!* Heinle & Heinle, 2004.

Amiry, *Barron's AP French*, Barron's Educational, 1998.

French SL IB 1-2 (HP) • 2037, 2038

German SL IB 1-2 (HP) • 2087, 2088

Spanish SL IB 1-2 (HP) • 2427, 2428

Grade level: 10–12

Prerequisites: World Language 5–6 Advanced course or equivalent

Course duration: One year

Graduation credit: World Language; weighted

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

Approved for Mission Bay High School and the San Diego School of International Studies. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

World Language SL IB courses prepare students to take the IB Standard Level (SL) exam in the language being studied and satisfy the Language B requirement for the International Baccalaureate diploma. They are designed for students who wish to take the equivalent of a third-year, college-level literature course in the language being studied.

The World Language SL IB courses will help students acquire the terminology of textual analysis and develop skills in oral and written commentary. Since classes are taught entirely in the language being studied, students must have acquired sufficient proficiency in the language to be able to read and discuss the assigned literary texts without difficulty.

BASIC INSTRUCTIONAL MATERIALS

No adopted text. School choose from among available resources.

German 1-2 (P) • 2051, 2052

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based, introductory course is open to all students who wish to begin the study of German language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course.

BASIC INSTRUCTIONAL MATERIALS

Winkler, *Komm Mitt!* Level 1, Holt McDougal, 2010.

World Language Curriculum Guide for German 1-2, San Diego Unified School District, 2006.

German 3-4 (P) • 2053, 2054

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed German 1-2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and

technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in German as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level German course if offered.

BASIC INSTRUCTIONAL MATERIALS

Winkler, *Komm Mitt!* Level 2, Holt McDougal, 2010.

World Language Curriculum Guide for German 3-4, San Diego Unified School District, 2006.

German 5-6 (P) • 2055, 2056

Grade level: 7–12

Prerequisites: German 3-4 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed German 3-4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the German teacher, may be used to facilitate instruction and language practice. This course may meet the needs of German-speaking students whose literacy skills are not fully present.

BASIC INSTRUCTIONAL MATERIALS

Kraft, *Deutsch Aktuell 3*, EMC/Paradigm, 1999.

World Language Curriculum Guide for German 5-6, San Diego Unified School District, 2010.

German 7-8 (P) • 2057, 2058

Grade level: 10–12

Prerequisites: German 5-6 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is designed for students who have successfully completed German 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. A limited number of literary works, selected articles from periodicals, essays, and other narratives of general interest may be used as the basis for continued development of the students' proficiency in the major skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC INSTRUCTIONAL MATERIALS

Fritz, *Fokus Deutsch: Intermediate German, Level 3*, McGraw-Hill 2000.
Teichert, *Allerlei Zum Besprechen*, McDougal Littell, 1998.

German 7-8 Honors (HP) • 2093, 2094

Grade level: 10–12

Prerequisites: German 5-6 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language; weighted

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

German 7-8 Honors is a highly rigorous course designed for students who have successfully completed German 5-6 and wish to continue their language studies with the goals of:

- Passing the SAT subject test in German with a score of 450 or higher
- Preparing to enroll in German Language 1-2 AP
- Studying German language and literature at an advanced level

This college-level course requires extensive reading of literature and academic writing beyond what would be expected in the standard German 7-8 course. This accelerated program is both contextually rich and cognitively demanding. The course uses a communicative approach that provides opportunities for students to use the second language appropriately in a range of authentic social and academic contexts and for a variety of purposes. There is an emphasis on research and academically challenging oral projects. Through the study of a variety of texts selected for this course, students will develop critical thinking skills and enhance their cultural perspectives of diverse peoples around the world.

BASIC INSTRUCTIONAL MATERIALS

Fritz, *Fokus Deutsch: Intermediate German, Level 3*, McGraw-Hill, 2000.

Teichert, *Allerlei Zum Besprechen*, McDougal Littell, 1998.

German Language 1-2 AP (HP) • 2063, 2064

Grade level: 10–12

Prerequisites: German 5-6 or higher; B average or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language; weighted

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is designed for students who wish to pursue the equivalent of a third-year college-level course in advanced composition and conversation. Course content reflects intellectual interests shared by students and teacher in the arts, history, current events, literature, culture, and sports. The course stresses oral skills, composition, and grammar and emphasizes the use of language for active communication. Language skills are applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of the Advanced Placement language course. Multicultural awareness is developed.

BASIC INSTRUCTIONAL MATERIALS

Moeller, et al., *Kaleidoskop: Kulture, Literatur, und Grammatik*, 6th ed., McDougal Littell, 2004.

Japanese 1-2 (P) • 2161, 2162

Grade level: 7–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based, introductory course is open to all students who wish to begin the study of Japanese language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Japanese teacher, may be used to facilitate instruction and language practice. The course is not

designed for students who are fluent or nearly fluent in Japanese as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level Japanese course.

BASIC INSTRUCTIONAL MATERIALS

Peterson and Steverson, *Adventures in Japanese*, Level 1, Cheng & Tsui, 2005.

World Language Curriculum Guide for Japanese 1-2, San Diego Unified School District, 2009.

Japanese 3-4 (P) • 2163, 2164

Grade level: 7–12

Prerequisites: Japanese 1-2 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed Japanese 1-2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the Japanese teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Japanese as evidenced by an informal primary language assessment or other language assessments. It is recommended that fluent or nearly fluent students enroll in a higher-level Japanese course if offered.

BASIC INSTRUCTIONAL MATERIALS

Peterson, *Adventures in Japanese*, Level 2, Cheng & Tsui, 2006.

World Language Curriculum Guide for Japanese 3-4, San Diego Unified School District, 2010.

Japanese 5-6 (P) • 2165, 2166

Grade level: 7–12

Prerequisites: Japanese 3-4 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This functions-based course is designed for students who have successfully completed Japanese 3-4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant. Programmed instruction and technology, under the direction of the Japanese teacher, may be used to facilitate instruction and language practice. This course may meet the needs of Japanese-speaking students whose literacy skills are not fully present.

BASIC INSTRUCTIONAL MATERIALS

Peterson, *Adventures in Japanese*, Level 3, Cheng & Tsui, 2007.

Peterson, *Adventures in Japanese*, Level 2, Cheng & Tsui, 2006 (resource).

World Language Curriculum Guide for Japanese 5-6, San Diego Unified School District, 2011.

Japanese 7-8 (P) • 2167, 2168

Grade level: 10–12

Prerequisites: Japanese 5-6 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is designed for students who have successfully completed Japanese 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. A limited number of simple literary works, selected articles from periodicals, essays, and other narratives of general interest may be used as the basis for continued development of the students' proficiency in the major skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC INSTRUCTIONAL MATERIALS

Peterson, *Adventure in Japanese*, Level 4, Cheng & Tsui, 2008.

Japanese 7-8 Honors (HP) • 2177, 2178**Grade level:** 10–12**Prerequisites:** Japanese 5-6 with a grade of C or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language; weighted**UC subject area satisfied:** e - Language Other than English**COURSE DESCRIPTION**

Japanese 7-8 Honors is a highly rigorous course designed for students who have successfully completed Japanese 5-6 and wish to continue their language studies with the goals of:

- Passing the SAT II: Foreign Language Examination subject test in Japanese with a score of 600 or higher
- Studying Japanese language and literature at an advanced level

This college-level course requires extensive reading of literature and academic writing beyond what would be expected in the standard Japanese 7-8 course. This accelerated program is both contextually rich and cognitively demanding. The course uses a communicative approach that provides opportunities for students to use the second language appropriately in a range of authentic social and academic contexts and for a variety of purposes. There is an emphasis on research and academically challenging oral projects. Through the study of a variety of texts selected for this course, students will develop critical thinking skills and enhance their cultural perspectives of diverse peoples around the world.

BASIC INSTRUCTIONAL MATERIALS

Tohsaku, *YooKoso! Volume II, Continuing with Contemporary Japanese*, Glencoe McGraw-Hill, 2006.

Latin 1-2 (P) • 2201, 2202**Grade level:** 7–12**Prerequisites:** None**Course duration:** One year**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**COURSE DESCRIPTION**

This introductory course, open to all students, is intended to develop limited proficiency in comprehending and translating selected readings in Latin.

BASIC INSTRUCTIONAL MATERIALS

Jenney, *Jenney's First Year Latin*, Prentice Hall, 1990.

Handford, *Langenscheidt Pocket Latin Dictionary*, Langenscheidt, 1966.

Latin 1-2 AP (HP) • 2209, 2210**Grade level:** 10–12**Prerequisites:** At least a C grade or equivalent in Latin 5-6; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language; weighted**UC subject area satisfied:** e - Language Other than English**COURSE DESCRIPTION**

This course is designed for students who have successfully completed Latin 5-6. It is a continuation of the preceding course and is intended to enrich students' reading proficiency in Latin by studying certain Latin authors in depth. The students will become familiar with classical literature, mythology, history, and geography. The course is designed to help students do well on the AP Latin examination.

BASIC INSTRUCTIONAL MATERIALS

Vergil's Aeneid, Books I-IV (Pharr's version), Bolchazy-Carducci, 1964.

Handford, *Langenscheidt Pocket Latin Dictionary*, Langenscheidt, 1966.

Latin 3-4 (P) • 2203, 2204**Grade level:** 7–12**Prerequisites:** Latin 1-2 with a grade of C or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**COURSE DESCRIPTION**

This course is designed for students who have successfully completed Latin 1-2. It is a continuation of the introductory course and is intended to increase students' proficiency in comprehending and translating Latin involving more extensive vocabulary and more complicated grammatical constructions.

BASIC INSTRUCTIONAL MATERIALS

Jenney, *Jenney's Second Year Latin*, Prentice Hall, 1990.

Latin 5-6 (P) • 2205, 2206**Grade level:** 7–12**Prerequisites:** Latin 3-4 with a grade of C or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**COURSE DESCRIPTION**

This course is designed for students who have successfully completed Latin 3-4. It is a continuation of the preceding course and is intended to extend students' proficiency in Latin by reading authors of the classical period.

BASIC INSTRUCTIONAL MATERIALS

Anderson, *The Art of the Aeneid*, Bolchazy-Carducci Publishers, 1989.

Griffin, *Virgil*, Oxford University Press, 1986.

Hines, *Our Latin Heritage, Book III*, Holt, Rinehart & Winston, 1981.

Jenney, *Jenney's Third Year Latin*, Prentice Hall, 1990.

Trautman, *New College Latin and English Dictionary*, Bantam, 1970.

Vergil's Aeneid, Books I-IV (Pharr's version), Bolchazy-Carducci, 1964.

Handford, *Langenscheidt Pocket Latin Dictionary*, Langenscheidt, 1966.

Latin 7-8 (P) • 2207, 2208**Grade level:** 10–12**Prerequisites:** Latin 5-6 with a grade of C or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**COURSE DESCRIPTION**

This course is designed for students who have successfully completed Latin 5-6 is a continuation of the preceding course and is intended to enrich students' reading proficiency in Latin by studying certain Latin authors in depth.

BASIC INSTRUCTIONAL MATERIALS

Vergil's Aeneid, Books I-VI (Pharr's version), Bolchazy-Carducci, 1964.

Handford, *Langenscheidt Pocket Latin Dictionary*, Langenscheidt, 1966.

Mandarin ABI 1-2 IB • 2512, 2513**Grade level:** 11–12**Prerequisites:** Mandarin Chinese 3-4 and Mandarin Chinese 5-6**Course duration:** One year**Graduation credit:** Elective**COURSE DESCRIPTION**

Approved for Mission Bay High School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only. The aims of the language ab initio course are to: develop students' intercultural understanding; enable students to understand and use the language they have studied in a range of contexts; and for a variety of purposes; encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures; develop students' awareness of the role of language in relation to other areas of knowledge develop students' awareness of the relationship between the languages and cultures with which they are familiar; provide students with a basis for further study, work and leisure through the use of an additional language; and, provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

BASIC INSTRUCTIONAL MATERIALS

Liu, Yao, Bi, Ge, and Shi. *Integrated Chinese, Level 1, Part 1 Textbook and Workbook (3rd Edition)*, Cheng & Tsui Company, Inc., 2009. www.chen-tsui.com.

Mandarin Chinese 1-2 (P) • 2351, 2352**Grade level:** 7–12**Prerequisites:** Successful participation in a Mandarin Chinese immersion program or equivalent**Course duration:** One year**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**Notes:** Students enrolled in an advanced version of this course as part of dual-language immersion program will see an immersion designator (IM) added to the course number on their transcripts.

COURSE DESCRIPTION

This introductory course, open to all students who wish to learn Mandarin Chinese, is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation of the culture.

BASIC INSTRUCTIONAL MATERIALS

Yuehua Liu et al, *Integrated Chinese, Level 1 Part 1, 3rd Edition*, Cheng & Tsui Chinese Language Series, 2009.

Mandarin Chinese 3-4 (P) • 2353, 2354**Grade level:** 7–12**Prerequisites:** Mandarin Chinese 1-2 with a grade of C or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**Notes:** Students enrolled in an advanced version of this course as part of dual-language immersion program will see an immersion designator (IM) added to the course number on their transcripts.

COURSE DESCRIPTION

This course is designed for students who have successfully completed Mandarin Chinese 1-2. It is a continuation of the introductory course and is intended to extend students' facility in literacy and language skills. Reading receives increasing attention, although continuing emphasis is placed on developing the ability to speak with fluency and accuracy. Cultural appreciation also continues to be emphasized.

BASIC INSTRUCTIONAL MATERIALS

Yuehua Liu et al, *Integrated Chinese, Level 1 Part 1, 3rd Edition*, Cheng & Tsui Chinese Language Series, 2009.

Yuehua Liu et al, *Integrated Chinese, Level 1 Part 2, 3rd Edition*, Cheng & Tsui Chinese Language Series, 2009.

Mandarin Chinese 5-6 (P) • 2355, 2356**Grade level:** 7–12**Prerequisites:** Mandarin Chinese 3-4 with a grade of C or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**Notes:** Students enrolled in an advanced version of this course as part of dual-language immersion program will see an immersion designator (IM) added to the course number on their transcripts.

COURSE DESCRIPTION

This course is designed for students who have successfully completed Mandarin Chinese 3-4. It is a continuation of the preceding course and is intended to increase students' proficiency. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC INSTRUCTIONAL MATERIALS

Yuehua Liu et al, *Integrated Chinese, Level 1 Part 2, 3rd Edition*, Cheng & Tsui Chinese Language Series, 2009.

Mandarin Chinese 7-8 (P) • 2357, 2358**Grade level:** 10–12**Prerequisites:** Mandarin Chinese 5-6 with a grade of C or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** Elective**UC subject area satisfied:** e - Language Other than English**Notes:** Students enrolled in an advanced version of this course as part of dual-language immersion program will see an immersion designator (IM) added to the course number on their transcripts.

COURSE DESCRIPTION

This course is designed for students who have successfully completed Mandarin Chinese 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. A limited number of simple literary works, selected articles from

periodicals, essays, and other narratives of general interest may be used as the basis for continued development of the students' proficiency in the major skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC INSTRUCTIONAL MATERIALS

Yuehua Liu et al, *Integrated Chinese, Level 2 Part 1, 3rd Edition*, Cheng & Tsui Chinese Language Series, 2009.

Mandarin Chinese 7-8 Honors (IM) • 2507, 2508 Mandarin Chinese 7-8 Honors (IM) • 2507M, 2508M

Grade level: 9–12

Prerequisites: Mandarin Chinese 5-6 with a grade of C or higher; recommendation of teacher

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

Notes: Students enrolled in an advanced version of this course as part of dual-language immersion program will see an immersion designator (IM) added to the course number on their transcripts.

COURSE DESCRIPTION

Approved for Mission Bay High School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This course is designed for students in the Mandarin Immersion pathway who have successfully completed Mandarin Chinese 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. The course includes exposure to and appreciation of classic Chinese literary works and continue to build cultural knowledge and awareness requiring students to speak exclusively in the target language. Students participate in classroom discussions, activities, and conversations.

Note: Students enrolled in an advanced version of this course as part of dual-language immersion program will see an immersion designator (IM) added to the course number on their transcripts.

BASIC INSTRUCTIONAL MATERIALS

Yuehua Liu et al, *Integrated Chinese, Level 2 Part 2, 3rd Edition*, Cheng & Tsui Chinese Language Series, 2009.

http://cheng-sui.com/store/products/integrated_chinese

Yuehua Liu et al, *Integrated Chinese, Level 2 Part 2, 3rd Edition*, Online Workbook, Cheng & Tsui Chinese Language Series, 2009.

<https://iconline.quia.com/books/>

Common Knowledge about Chinese Culture, Overseas Chinese Affairs Office of the State Council of the People's Republic of China, Higher Education Press, 2006.

Yuehua Liu et al., *Ancient Chinese Parables*, Cheng & Tsui, 2010.

Supplemental Resources

Huang and Ao, *How Far Away is the Sun & Other Essays*, Cheng & Tsui, 2017.

Xia, Yun et al., *Tales and Traditions Vols. 1,2,3, 2nd Edition*, Cheng & Tsui, 2017.

Portuguese 1-2 (P) • 2139, 2140

Grade level: 9–12

Prerequisites: None

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

Approved for Point Loma High School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This introductory course is open to students who wish to begin the study of Portuguese language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation.

BASIC INSTRUCTIONAL MATERIALS

Matos & Neto-Kalife, *Bom Dia!, Level 1*, Spinner Publications, 2002

Portuguese 3-4 (P) • 2196, 2197**Grade level:** 9–12**Prerequisites:** Portuguese 1-2**Course duration:** One year**Graduation credit:** World language**UC subject area satisfied:** e - Language Other than English**COURSE DESCRIPTION**

Approved for Point Loma High School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This second-year course is open to all students who wish to continue the study of Portuguese language and culture. It is intended to develop a novice-mid to novice-high oral language proficiency level and expand facility in reading and writing. Major emphasis is on the development of listening and speaking skills at the novice to intermediate-low level with reasonably accurate pronunciation and intonation. Students will demonstrate competency by being able to communicate orally and in writing.

BASIC INSTRUCTIONAL MATERIALS

Matos & Neto-Kalife, *Bom Dia! Level 2*, Spinner Publications, 2002

Portuguese 5-6 • 2235, 2240**Grade level:** 9–12**Prerequisites:** Portuguese 3-4**Course duration:** One year**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**COURSE DESCRIPTION**

Pilot course for Point Loma High School. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

Portuguese 5-6 is a third-year language and culture course intended to move students to an intermediate-low to intermediate-mid level of language proficiency. The acquisition of new vocabulary and grammar structures continues, with more sophisticated words and phrases and complex verb and sentence constructions being introduced. Short literary works written in the target language are also introduced at this level, with students reading short stories, essays, and excerpts from longer works of literature. Writing assignments are frequent and vary in length depending on the topic. Students continue to

develop an understanding and appreciation of Portuguese culture, both as an integrated part of the learning process and through targeted cultural topics in the textbook's units of study.

BASIC INSTRUCTIONAL MATERIALS

Jouet-Pastre, Klobucka, Moreira, Sobral and Hutchinson, *Ponto de Encontro: Portuguese as a World Language*, 2nd Edition, Pearson, 2013.

Supplementary Resources:

E. Lima & S. Lunes, *Portugues Via Brasil*, Editora Pedagogica e Universitaria Ltda, 2005.

Spanish 1-2 (P) • 2321, 2322**Grade level:** 7–12**Prerequisites:** None**Course duration:** One year**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**Notes: Online Course Equivalent:** EDG SPN I A-B (P) 4715, 4716**COURSE DESCRIPTION**

This functions-based, introductory course is open to all students who wish to begin the study of Spanish language and cultures. It is intended to develop novice to mid-novice oral-language proficiency as well as limited facility in reading and writing. Major emphasis is on the development of listening and speaking abilities at the novice level with reasonably accurate pronunciation and intonation. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

BASIC INSTRUCTIONAL MATERIALS

Gahala et al., *¡Avancemos!* Level 1, McDougal Littell, 2009.

World Language Curriculum Guide for Spanish 1-2, San Diego Unified School District, 2009.

Spanish 3-4 (P) • 2323, 2324**Grade level:** 7–12**Prerequisites:** Spanish 1-2 with a grade of C or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**Notes: Online Course Equivalent:** EDG SPN II A-B (P) 4717, 4718**COURSE DESCRIPTION**

This functions-based course is designed for students who have successfully completed Spanish 1-2. It is a continuation of the introductory course and is intended to consolidate students' listening and speaking skills at the mid-novice level, with bridging opportunities to high novice. Reading receives increased attention, although the primary emphasis remains the development of oral-language proficiency. Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. The course is not designed for students who are fluent or nearly fluent in Spanish as evidenced by the Spanish I.P.T. or other language assessments. It is recommended that fluent or nearly fluent students enroll in a Spanish for Spanish Speakers course or a higher-level Spanish course.

BASIC INSTRUCTIONAL MATERIALS

Gahala et al., *¡Avancemos!* Level 2, Holt McDougal, 2010.
World Language Curriculum Guide for Spanish 3-4, San Diego Unified School District, 2010.

Spanish 5-6 (P) • 2325, 2326**Grade level:** 7–12**Prerequisites:** Spanish 3-4 with a grade of C or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**Notes: Online Course Equivalent:** EDG SPN III A-B (P) 4722, 4723**COURSE DESCRIPTION**

This functions-based course is designed for students who have successfully completed Spanish 3-4. It is intended to move students' oral proficiency to the intermediate level and to develop both reading comprehension and writing accuracy at that level. As the need for accuracy increases, grammar instruction becomes more significant.

Programmed instruction and technology, under the direction of the Spanish teacher, may be used to facilitate instruction and language practice. This course may meet the needs of Spanish-speaking students whose literacy skills are not fully present.

BASIC INSTRUCTIONAL MATERIALS

Gahala et al., *¡En Español!* Level 3, McDougall-Littell, 2004.

World Language Curriculum Guide for Spanish 5-6, San Diego Unified School District, 2011.

Spanish 7-8 (P) • 2327, 2328**Grade level:** 10–12**Prerequisites:** Spanish 5-6 with a grade of C or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**COURSE DESCRIPTION**

This course is designed for students who have successfully completed Spanish 5-6. It is a continuation of the preceding course and is intended to increase students' ability to communicate in the world language. A limited number of simple literary works, selected articles from periodicals, essays, and other narratives of general interest may be used as the basis for continued development of the students' proficiency in literacy and language skills. Emphasis on fluency with accurate pronunciation and intonation continues, as well as emphasis on cultural awareness and appreciation.

BASIC INSTRUCTIONAL MATERIALS

Zayas-Bazán and Bacon, *Conexiones: Comunicación y Cultura*, Prentice-Hall, 2002.

Spanish 7-8 Honors (HP) • 2307, 2308**Grade level:** 10–12**Prerequisites:** Spanish 5-6 with a grade of C or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language; weighted**UC subject area satisfied:** e - Language Other than English**COURSE DESCRIPTION**

Spanish 7-8 Honors is a highly rigorous course designed for students who have successfully completed Spanish 5-6 and wish to continue their language studies with the goals of:

- Passing the SAT II: Foreign Language Examination subject test in Spanish with a score of 600 or higher
- Preparing to enroll in Spanish Language 1-2 AP
- Studying Spanish language and literature at an advanced level

This college-level course requires extensive reading of literature and academic writing beyond what would be expected in the standard Spanish 7-8 course. This accelerated program is both contextually rich and cognitively demanding. The course uses a communicative approach that provides opportunities for students to use the second language appropriately in a range of authentic social and academic contexts and for a variety of purposes. There is an emphasis on research and academically challenging oral projects. Through the study of a variety of texts selected for this course, students will develop critical thinking skills and enhance their cultural perspectives of diverse peoples around the world.

BASIC INSTRUCTIONAL MATERIALS

Zayas-Bazán and Bacon, *Conexiones: Comunicación y Cultura*, Prentice-Hall, 2002.

Spanish for Spanish Speakers 1-2 (P) • 2345, 2346

Grade level: 7–12

Prerequisites: Native or native-like oral fluency in Spanish and/or recommendation of teacher or counselor based on a placement assessment

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is designed to improve students' ability to read and write in Spanish. It is an introductory course that gives students a rich language experience: vocabulary enrichment, primary writing skills, spelling, development of formal writing styles, and reading.

Students participate in cultural activities with themes based on the geography, folklore, and literature of the Spanish-speaking world.

BASIC INSTRUCTIONAL MATERIALS

Nuevas Vistas, Curso de Introducción, Holt McDougal, 2006.

Spanish for Spanish Speakers 3-4 (P) • 2347, 2348

Grade level: 7–12

Prerequisites: Spanish for Spanish Speakers 1-2 or recommendation of teacher and/or counselor based on placement assessment

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is a continuation of the introductory course Spanish for Spanish Speakers 1-2. It is designed to give students further language experiences as outlined in the introductory course. Emphasis is placed on strengthening students' mastery of literacy and language skills.

Students read and discuss significant literary works to improve oral and written communication skills. Focus is on using appropriate oral and written language styles in various contexts.

BASIC INSTRUCTIONAL MATERIALS

Nuevas Vistas, Curso Uno, Holt, Rinehart and Winston, 2006.

Spanish for Spanish Speakers 5-6 (P) • 2349, 2350

Grade level: 7–12

Prerequisites: Spanish for Spanish Speakers 3-4 or recommendation of teacher or counselor based on placement assessment

Course duration: One year

Graduation credit: World Language

UC subject area satisfied: e - Language Other than English

COURSE DESCRIPTION

This course is designed for students who have successfully completed Spanish for Spanish Speakers 3-4. The focus of the course is on reading literary works such as plays, novels, short stories, and poetry, as well as other kinds of narrative and expository materials.

BASIC INSTRUCTIONAL MATERIALS

Nuevas Vistas, Curso Dos, Holt, Rinehart and Winston, 2006.>

Spanish Language 1-2 AP (HP) • 2333, 2334**Grade level:** 8–12**Prerequisites:** Spanish 5-6 or higher; B average or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language; weighted**UC subject area satisfied:** e - Language Other than English**Notes: Online Course Equivalent:** EDG SPAN AMG 1,2 (HP) 4736,4737**COURSE DESCRIPTION**

This course is designed for students who wish to pursue the equivalent of a third-year college-level course in advanced composition and conversation. Course content reflects intellectual interests shared by students and teacher in the arts, history, current events, literature, culture, and sports. The course stresses oral skills, composition, and grammar and emphasizes the use of language for active communication. Language skills are applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions is an integral part of the Advanced Placement language course. Multicultural awareness is developed.

BASIC INSTRUCTIONAL MATERIALS

Draggett, *Temas*, Vista Higher Learning, 2014.

SUPPLEMENTAL RESOURCES

Diaz, *Abriendo Paso lectura*, 4th Edition, Prentice Hall, 2001.

Gatski, *Triangulo*, 4th Edition, Wayside Publishing, 2006.

Spanish Language Arts SLIM 1-2 (P) • 2363, 2364**Spanish Language Arts SLIM 3-4 (P) • 2365, 2366****Spanish Language Arts SLIM 5-6 (P) • 2367, 2368****Grade level:** 7–12**Prerequisites:** None**Course duration:** One year per course**Graduation credit:** World Language**UC subject area satisfied:** e - Language Other than English**Notes:** These courses are taught in conjunction with the one-period English Language Arts SLIM courses taught at the same grade level.**COURSE DESCRIPTION**

Approved for the Language Academy, Longfellow K-8, and Bell, Clark, Millennial Tech, Montgomery, Pershing, Roosevelt, Taft, and Wilson Middle Schools. Other schools may not offer this course without prior approval from the Interdivisional Curriculum Committee.

This series of courses is designed to support the Spanish Dual Language/World Language program and allows students to continue on the immersion pathway after exiting a K-5 dual language program. Taught entirely in Spanish, this is a one-period, balanced literacy course that builds on knowledge and skills acquired in an elementary dual language program. This course is intended to provide students with the skills necessary to become independent critical readers, writers, listeners, and speakers, and to develop appreciation and understanding of the histories and cultures of the Spanish-speaking world. Students in this course also will expand their knowledge of grammatical concepts and applications.

BASIC INSTRUCTIONAL MATERIALS

Walqui-Van Lier, *Sendas Literarias 1*, Pearson, 2005.

Walqui-Van Lier, *Sendas Literarias 2*, Pearson, 2005.

Draggett, *Temas*, Vista Higher Learning, 2014.

Spanish Literature 1-2 AP (HP) • 2339, 2340**Grade level:** 10–12**Prerequisites:** Spanish 5-6 or higher; B average or higher; recommendation of teacher**Course duration:** One year**Graduation credit:** World Language; weighted**UC subject area satisfied:** e - Language Other than English**COURSE DESCRIPTION**

This course is designed for students who wish to pursue the equivalent of a third-year college-level course in literature. The course stresses proficiency in language skills and the analysis of selected literary works from the countries where the language is spoken. Students read several representative works, including one or more full-length works from each author designated on the Required Authors List published annually in the Advanced Placement Course Description Guide. In addition, students study works by other authors representing a variety of genres, historical periods, and geographical areas. Students read works that are representative of the central themes and preoccupations of each author. Excerpts from longer works should be read in conjunction with, not instead of, a complete novel or play. Students learn to formulate and

express critical opinions and judgments orally and in writing. The interrelationship between literature and culture is developed. The major outcomes for the course are based on guidelines from the College Entrance Examination Board.

BASIC INSTRUCTIONAL MATERIALS

Abriendo puertas: Tomo I, McDougal Littell, 2003.

Abriendo puertas: Tomo II, McDougal Littell, 2003.