Course Title: AP Chinese

Course #: 1376-1377

Course Description: The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Students are strongly encouraged to take the AP exam in May.

UC/CSU Approval: “e” approved

Grade Level: 9-12

Estimated Homework Per Week: 2-3 hours

Prerequisite: B (80%) or higher in Chinese 3

Recommended Prerequisite Skills:
Students should possess the ability to:

- Show solid foundation on type and write Characters.
- Should be able to understand basic discussions in Chinese regardless of topic/theme.
- Write a 200+ character essay/response on assigned topics.
- Should be able to produce/prepare a 3 minute presentation in Chinese

Course Grade Scale:
Homework/Classwork/Projects: 40%
Tests/Quizzes: 40%
Final Exam: 20%
Major Assessments/Units/Topics:

Major Assessments:
- Quizzes: There will be two quizzes per lesson, one is vocabulary quiz and one is comprehensive quiz, including listening, reading, writing with the vocabulary and grammar.
- Tests: There will be a comprehensive test for each unit, including listening, reading, writing, grammar.
- Project and oral presentation: There will be six or seven projects for Chinese 3 including oral presentation. For example: Design your dream room and present it to the class; Acting out and make a movie about dining out with friends.
- Final Exams: There will be a final exam for each semester.

Theme 1: Families in Different Societies
- Activities will include many of the following:
  - Listening/Interpreting: Transportation announcement, school conversation, and instructions.
  - Writing: emails describing location, poster announcement, public sign, note, and short story, personal email response
  - Hold a conversation on a topic
  - Develop a cultural presentation
  - Written presentation of a narrative

Theme 2: The Influence of Language and Culture on Identity
- Activities will include many of the following:
  - Listening/Interpreting: stimulus models - rejoinder, radio report, uncontextualized dialogue
  - Writing: Stimulus models - email about sequence of events, advertisement, event brochure, pen pal letter, journalistic article, email response.
  - Hold a conversation
  - Develop a cultural presentation
  - Written Presentation of a narrative

Theme 3: Influences of Beauty and Art
• Topics: Beauty and Aesthetics, Arts and Music, Visual and Performing Arts, Fashion and Design, Personal and Public National and Ethnic Identities, Gender or Gender Roles, Identities, Heroes and National Figures, Contemporary Life, Lifestyles and Pop Culture, Holidays and Celebrations, Families and Communities, Social Customs, Traditions, and Values, Citizenship, Social Welfare

• Activities will include many of the following:
  ○ Listening/Interpreting: stimulus may include - a rejoinder, transportation announcement, school conversation
  ○ Writing: tasks may include writing a public sign, poster announcement, email announcement, email describing a location, a short story, a personal email response
  ○ Hold a conversation
  ○ Develop a cultural presentation
  ○ Written Presentation of a narrative

Theme 4: How Science and Technology Affect Our Lives

• Topics: Science and Technology, Effects of Technology on Self and Society, Climate and the Physical World, Global Challenges, Population and Demographics, Access to Food and Water, Contemporary Life, Travel, Transportation, and Tourism, Entertainment, Sports and Leisure, Lifestyles, Personal and Public Identities, Nationalism, Patriotism, Global Identity, and Responsibility

• Activities will include many of the following:
  ○ Listening/Interpreting: rejoinder, voice message, uncontextualized dialogue
  ○ Writing: event brochure, email about a sequence of events, advertisement, journalistic article, pen pal letter, email response.
  ○ Hold a conversation
  ○ Develop a cultural presentation
  ○ Written Presentation of a narrative

Theme 5: Factors That Impact the Quality of Life

• Topics: Contemporary Life, Education and Careers, Lifestyles, Holidays and Celebrations, Global Challenges, Managing and Protecting Resources, Population and Demographics, International Trade, Science and Technology, Innovations and Inventions, Health Care and Medicine, Beauty and Aesthetics, Defining Beauty, Literature, Film, Traditional and Contemporary Arts and Music

• Activities will include many of the following:
  ○ Listening/Interpreting: rejoinder, school conversation, instructions.
  ○ Writing: Public sign, poster announcement, note, short story, email response, email describing a location.
  ○ Hold a conversation
  ○ Develop a cultural presentation
  ○ Written Presentation of a narrative
Theme 6: Environmental, Political, and Societal Challenges

- Topics: Global Challenges, Economic Trends, Environmental Issues, Population and Demographics, Contemporary Life Lifestyles, Travel, Leisure, Food, Science and Technology, Effects of Technology on Self and Society, Innovations, Climate and the Physical World, Families and Communities, Social Customs and Values, Relationships, Friendships, and Social Networking, Urban and Rural Communities and Their Development

- Activities will include many of the following:
  - Listening/Interpreting: stimulus models - rejoinder, radio report, uncontextualized dialogue, voice message
  - Writing: Stimulus models - email about sequence of events, advertisement, event brochure, journalistic article, personal email response.
  - Hold a conversation
  - Develop a cultural presentation
  - Written Presentation of a narrative
Course Title: AP French Language and Culture

Course #: 1329-1330

Course Description: AP French Language and Culture strives to promote fluency and accuracy in language use and is therefore taught in the target language. AP French Language and Culture engages students in an exploration of culture in both historical and contemporary contexts. Students increase their awareness and appreciation of French books, articles, films, music, laws, institutions and perspectives that underlie both practices and products. The course is meant to be comparable to a fifth or sixth semester college course. Students are strongly encouraged to take the AP Exam in May.

UC/CSU Approval: “e” approved

Grade Level: 10-12

Estimated Homework Per Week: 2 hours per week

Prerequisite: Completion of French 3 with a C or higher (or equivalent)

Recommended Prerequisite Skills:
Students should be able to comprehend and create intermediate written and oral French language using correct parts of speech; including nouns, verbs, articles, adjectives, pronouns, and negation. They should be motivated to speak and write French and have an interest in francophone cultures.

Grammar prerequisites:
- Past tense: Passé composé with être and avoir, Imparfait, Plus-que-parfait
- Futur Simple, Futur Proche
- Conditional and Past Conditional
- Subjunctive
- Future perfect
- Si Clauses
- Reflexive verbs
- Descriptive adjectives / adjective/ adverb agreement
- Negation
- Formation of questions
- Direct and Indirect object pronouns/pronouns y and en
- Comparative and superlative adverbs and adjectives
● Prepositions
● Verbs (including but not limited to)
  - regular/irregular -er, -ir, -re, avoir, aller, être, faire, savoir, connaître, venir, tenir, maintenir, devenir, pouvoir, devoir, vouloir, ouvrir, and offrir, spelling change verbs etc..
● Students should possess the ability to write at least 10-12 consecutive intermediate level sentences in paragraph form, using correct sentence structure and parts of speech.

Course Grade Scale:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework/Classwork/Projects</td>
<td>40%</td>
</tr>
<tr>
<td>Thème Exams/Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
</tbody>
</table>

Major Assessments/Units/Topics:
Each unit (3 per semester) includes the following assessments: interpersonal writing (email response), presentational writing (persuasive essay), interpersonal speaking (simulated conversation), or presentational speaking (cultural comparison). Each unit also includes a Thème Exam, incompomasing all that was learned in each theme. The unit topics are as follows:

**Thème 1: Family and Community**
In this unit students explore vocabulary, articles, and literature pertaining to francophone communities and family. Students also listen to and analyze authentic radio interviews, podcasts, and music videos in French focusing on families and communities. Students further their knowledge and ability to communicate about families in France and francophone communities. Students make connections between various cultures and discuss differences and similarities between their own culture and francophone cultures.

**Thème 2: Science and Technology**
In this unit students explore vocabulary, articles, and literature pertaining to science and technology in the francophone world. Students continue to explore new vocabulary for technology and the Internet. Students also listen to and analyze authentic radio interviews, and podcasts in French focusing on technological advances, the Internet, and science. Students make connections between various cultures and discuss differences and similarities between their own culture and francophone cultures, pertaining to technology, science, and the Internet.

**Thème 3: Aesthetics**
In this unit students explore vocabulary, articles, and literature pertaining to francophone art, litterature, plays, films, music, cooking, and fashion. Students also listen to and analyze authentic radio interviews, podcasts, and music videos, in French, focusing on aesthetics and the arts. Students make connections between various cultures and discuss differences and
similarities between their own culture and various francophone cultures. Students complete a semester project presenting an artform, which is of interest to them, and demonstrating cultural comparisons and the influence of society on their subject.

**Thème 4: Contemporary Life**
In this unit students explore vocabulary, articles, and literature pertaining to francophone contemporary life. Students also listen to and analyze authentic radio interviews, podcasts, and music videos in French focusing on life in the city and in rural areas of francophone countries. Students further their knowledge and ability to communicate about contemporary life in France and francophone communities. Students make connections between various cultures and discuss differences and similarities between their own culture and francophone cultures.

**Thème 5: Global Conflict**
In this unit students explore vocabulary, articles, and literature pertaining to global conflict from a francophone perspective. Students also listen to and analyze authentic radio interviews, podcasts, and music videos in French focusing on global politics, conflicts, and societies. Students make connections between various cultures and discuss differences and similarities between their own culture and various francophone cultures.

**Thème 6: The Search for Oneself**
In this unit students explore vocabulary, articles, and literature pertaining to personal discovery. Students also listen to and analyze authentic radio interviews, podcasts, and music videos in French focusing on the idea of self discovery. Students further their ability to communicate about culture, language, immigration, and community in French. Students make connections between various cultures and discuss differences and similarities between their own culture and francophone cultures.
Course Title: AP Latin
Course #: 1349-1350

Course Description:
AP Latin is an all-inclusive course of the Latin language and Roman culture, designed to help students utilize all the knowledge and skills that they have obtained in three full years of reading/translating the language and analyzing complex syntax, grammar, and literary style structure. AP Latin has a very heavy concentration of reading required selections from Caesar’s De Bello Gallico and Vergil’s Aeneid. The course focuses on the authors' literary styles, themes, cultural/historical significance, and vocabulary. Cultural components include Homer’s Iliad and Ovid’s Heroides. Students are strongly recommended to take the AP Latin exam in May.

UC/CSU Approval: “e” approved

Grade Level: 10-12

Estimated Homework Per Week: Varies from 2-2.5hrs per week.

Prerequisite: C or higher in Latin 3

Recommended Prerequisite Skills: Students who are interested in enrolling must have a strong interest/passion for the Latin language and Classical culture.

Grammar
● All declension ending
● Reflexive/demonstrative adjectives and pronouns
● All tense endings
● Active/Passive endings
● Indicative/Imperative/Subjunctive moods
● Subordinate clauses: ablative absolutes/relative clauses/ut clauses/cum clauses
● Conditionals and Indirect Statement
● Participles and Infinitives: present/perfect/future (active and passive)

Cultural/History
● Trojan War
● Caesar’s military campaigns: Gallic Wars and Civil War
● Fall of Republic/ Rise and Fall of the Roman Empire (Pax Romana)
Reading and Translating

- Students are required to be able to read Latin 3 readings and deconstruct all levels of syntax and sentence structure.

Ex: Translation Ex Caesar: “His rebus gestis Gallia omnis pacata est. Tanta huius belli ad barbaros opinio perlata est uti ab eis nationibus quae trans Rhenum incoherent legati ad Caesarem mitterentur, qui se obsides daturos, imperata facturos esse pollicerentur. Quos legatos Caesar, quod in Italiam properabat, inita proxima aestate ad se reverti iussit.”

“After these things were carried out, all of Gaul is calm. Such a report of this war was brought to the barbarians that ambassadors were sent to Caesar, from the nations which lived across the Rhine, which were promising that they will hand over the hostages and carry out the orders. Caesar, because he was hastening to Italy, ordered the ambassadors to return to him before the next summer began.”

Translation Ex Vergil: “Post Laocoonta ipsum auxilio subeuntem ac tela ferentem serpentes corripiant spirisque ligant ingentibus; et iam bis medium corporis amplexi, bis collo squamea circum terga dati ilium superant capite et cervicibus altis. Ille simul manibus tendit divellere nodos perfusus sanie vittas atroque veneno, et clamores simul horrendos ad sidera tollit.”

“After Laocoon himself runs to help and bearing weapons, the serpents seize him and bind him with enormous coils. And now having embraced the middle of this body twice, and twice turned their scaley backs around his neck, they overcome him with their heads and tall necks. At the same time, he stretches to tear apart the knots with his hands, soaking his garlands with blood and black venom, and he lifts his horrendous cries to the stars.”

Course Grade Scale:
- Homework 30%
- Quizzes: 15%
- Projects: 15%
- Unit Exams: 20%
- Final Exam: 20%

Major Assessments/Units/Topics:

Assessments:
- Each semester contains 2 unit exams and a final. (Students' Spring final is project-based rather than test-based).
● Students will review current and past vocabulary daily through in-class assignments and quizzes.
● Students will demonstrate knowledge of literary terminologies; styles, themes, tropes, and dactylic hexameter
● Students will write analytical essays
● Students are expected to participate in group discussions, activities, and projects.

AP Latin completes all the required readings set forth by the AP Latin Exam listed below.

Fall Semester:

- Vergil, Aeneid
  Unit 1: Book 1: Lines 1-209, 418-440, 494-578
  Unit 2: Book 2: Lines 40-56, 201-249, 268-297, 559-620
  Book 4: Lines 160-218, 259-361, 659-705
  Unit 3: Book 6: Lines 295-332, 384-425, 450-476, 847-899

Spring Semester:

- Caesar, Gallic War
  Unit 1: Book 1: Chapters 1-7
  Book 4: Chapters 24-35 and the first sentence of Chapter 36
  (Eodem die legati . . . venerunt.)
  Unit 2: Book 5: Chapters 24-48
  Unit 3: Book 6: Chapters 13-20

- Required reading in translation
  -Fall: Vergil, Aeneid: Books 1, 2, 4, 6, 8, 12
  -Spring: Caesar, Gallic War: Books 1, 6, 7
Course Title: AP Spanish Language and Culture

Course #: 1361-1362

Course Description:
AP Spanish Language and Culture is intended for students wishing to develop proficiency and integrate their language skills using authentic materials and sources. AP students demonstrate their proficiency across three communication modes (interpersonal, interpretive, and presentational). AP Spanish Language and Culture emphasizes 21st Century Standards for Foreign Language including Communication, Cultures, Connections, Comparisons, and Communities. The course is meant to be comparable to a fifth or sixth semester college course that focuses on speaking and writing in the target language at an advanced level. Students are strongly encouraged to take the AP exam in May.

UC/CSU Approval: “e” approved

Grade Level: 10-12

Estimated Homework Per Week: Varies, but average of 2 hrs/wk.

Prerequisite: Completion of Spanish 3 or Spanish 3 Honors with a “B” or higher. Transfer students should contact the instructor before selecting this course.

Recommended Prerequisite Skills:
Students should be able to communicate an an intermediate or better level in both written and spoken Spanish. They should be motivated to speak and write Spanish and have an interest in Spanish speaking cultures.

Course Grade Scale:
Tests (Written and Oral): 60%
Assignments: 20%
Final Exam: 20%

Major Assessments/Units/Topics:
Each unit (3 per semester) includes an assessment on interpersonal writing (email response), presentational writing (persuasive essay), interpersonal speaking (simulated conversation), and presentational speaking (cultural comparison). The unit topics are as follows:

1. Las familias y las comunidades
Las comunidades educativas
Las redes sociales
La geografía humana
Las tradiciones y los valores

2. La ciencia y la tecnología
   Tecnología, individuo y sociedad
   El cuidado de la salud y la medicina
   La ciencia y la ética
   Los fenómenos naturales

3. La belleza y la estética
   Definiciones de la belleza
   La moda y el diseño
   El lenguaje y la literatura
   Las artes visuales y escénicas

4. La vida contemporánea
   La educación y las carreras profesionales
   El entretenimiento y la diversión
   Los viajes y el ocio
   Las relaciones personales

5. Los desafíos mundiales
   Los temas económicos
   Los temas del medioambiente
   La población y la demografía
   El bienestar social

6. Las identidades personales y públicas
   La enajenación y la asimilación
   La autoestima
   La identidad nacional y la identidad étnica
   Los intereses personales
Course Title: American Sign Language 1

Course #: 1351-1352

Course Description: This is an introductory course in ASL. In this level, students will learn basic grammar and vocabulary, including current topics in the Deaf community. They will be developing the skills necessary to participate in basis conversation. Understanding introductions, farewells, school terms, favorites, family descriptions, and holidays will build basic vocabulary to develop the linguistic skills to communicate their ideas at a beginning level.

UC/CSU Approval: "e" approved
ASL fulfills the language requirement for the UC/CSU’s. For any non-UC/CSU, please confirm directly with the institution for their admissions requirements.

Grade Level: 9-12

Estimated Homework Per Week:
Students are expected to spend 10-15 minutes daily on homework and review of videos each class period.
Students are encouraged to complete at least 2 culture experiences.

Prerequisite: NA

Recommended Prerequisite Skills: NA

Course Grade Scale:
- Assessments: 25%
- Performance: 25%
- HW/Classwork: 30%
- Final Exam: 20%

Major Assessments/Units/Topics:
Students are expected to participate actively in class and contribute to the group activities and discussions. Students are expected to work efficiently in individual, pair and group work.
One exam per unit. The areas of assessment are: Receptive (understanding), Expressive (production), Grammar, Culture.
Students are assessed each unit with an exam and at least one quiz in addition to production opportunities.

Students entering **ASL 1** will be introduced to the following things:

- **Vocabulary:**
  - Look At These Word List to help get a better understanding of the upcoming course
    - ASL 1 Unit 2 Word List: [https://drive.google.com/file/d/0BxZh7O0VOqZRb0w5eUVYWVY0bms/view?usp=sharing](https://drive.google.com/file/d/0BxZh7O0VOqZRb0w5eUVYWVY0bms/view?usp=sharing)
    - ASL 1 Unit 4 Word List: [https://drive.google.com/file/d/0B1b2ctJ-lzDfY1NYjd6Vks0VGs/view?usp=sharing](https://drive.google.com/file/d/0B1b2ctJ-lzDfY1NYjd6Vks0VGs/view?usp=sharing)
    - ASL 1 Unit 5 Word List: [https://drive.google.com/file/d/0B1b2ctJ-lzDfTVBCNhV1g5YWM/view?usp=sharing](https://drive.google.com/file/d/0B1b2ctJ-lzDfTVBCNhV1g5YWM/view?usp=sharing)
    - ASL 1 Unit 6  Word List: [https://drive.google.com/file/d/0B03PATwDNW9IQU0wYUNXWjZ6eW8/view?usp=sharing](https://drive.google.com/file/d/0B03PATwDNW9IQU0wYUNXWjZ6eW8/view?usp=sharing)
Course Title: American Sign Language 2

Course #: 1353-1354

Course Description:
ASL 2 students continue to develop vocabulary and grammar skills in order to meet communication needs. Deaf culture and community are further emphasized. Participation in real world communication is encouraged through opportunities such as ASL Club and Deaf community events.

UC/CSU Approval: “e” approved
ASL fulfills the language requirement for the UC/CSU’s. For any non-UC/CSU, please confirm directly with the institution for their admissions requirements.

Grade Level: 9-12

Estimated Homework Per Week: 90 minutes

Prerequisite: ASL 1 C- or better

Recommended Prerequisite Skills:
Students entering ASL 2 should know the following vocabulary:

- ASL 1 Unit 1 Word List: https://drive.google.com/file/d/0B1b2ctJ-lzDfNXplcWxvQVhntEU/view?usp=sharing
- ASL 1 Unit 2 Word List: https://drive.google.com/file/d/0BxZh7O0VOqZRB0w5eUYWVY0bms/view?usp=sharing
- ASL 1 Unit 3 Word List: https://drive.google.com/file/d/0B1b2ctJ-lzDfTU1FZnR5alJ6X2M/view?usp=sharing
- ASL 1 Unit 4 Word List: https://drive.google.com/file/d/0B1b2ctJ-lzDfY1NRYjd6Vks0VGs/view?usp=sharing
- ASL 1 Unit 5 Word List: https://drive.google.com/file/d/0B1b2ctJ-lzDfTVBCNhVV1g5YWY/view?usp=sharing
ASL 1 Unit 6 Word List:
https://drive.google.com/file/d/0B03PATwDNW9IQU0wYUNXWjZ6eW8/view?usp=sharing

Course Grade Scale:
- Assessments: 25%
- Homework & Classwork: 25%
- Performance: 30%
- Final Exam: 20%

Major Assessments/Units/Topics:
One quiz and one exam per unit.
One major individual project spring semester involving researching a Deaf individual and presenting a signed biography (Expressive/Culture).
One final exam (Receptive/Expressive/Grammar/Culture) each semester.

Unit 6
1. Sports vocabulary
2. Five parameters of ASL
3. Classifiers
4. Oral literature
5. Tense
6. Rule of 9

Unit 7
1. Morning and Evening Routines
2. Spatial Organization/Grouping
3. Listing and Ordering Technique
4. Personal Hygiene
5. Household activities
6. Noun-Verb Pairs
7. Sign Language Continuum
8. Clothing
9. Classifiers

Unit 8
1. Describing people
2. Deaf-Blindness
3. Describing Characteristics
4. Health
5. Classifier 4 (CL:4)
6. POW, DEAF TEND, LOOK STRONG, BIG HEAD
7. Natural World
Unit 9
1. Home and Community
2. Giving directions-Spatial Visualization
3. Deaf Culture - Deaf in the Arts
4. Signing Money
5. Non Manual Signals
6. CL Bent V

Unit 10
1. Animals
2. Professions
3. Foods
Course Title: American Sign Language 3

Course #: 1355-1356

Course Description:
This is an advanced course and total immersion course ASL. In this level, students will review and learn advanced Grammar and vocabulary, including current topics in the Deaf community. They will be developing the skills necessary to understand a variety of text via video (such as complaints, descriptors, past/future topics,). Understanding nuances, temporal aspect, how to use tense makers, as well explain more in-depth on personal ideas and concepts. They will develop the linguistic skills to communicate their ideas with advanced fluency in ASL being able to switch from ASL to English, and English to ASL.

UC/CSU Approval: “e” approved

Grade Level: 9-12

Estimated Homework Per Week: 2 hrs

- Students are encouraged complete at least 2 hours of a culturally enriching experience per semester.

Prerequisite: Completion of ASL 2 with a grade of 70% or higher.

Recommended Prerequisite Skills: Students entering ASL 3 should be able to do the following things:

- Vocabulary: You have previous vocabulary knowledge of ASL 1 and ASL 2:
  - Look At These Word List to help get a better understanding of the previous vocabulary covered.
  - ASL 1 Unit 2 Word List: [https://drive.google.com/file/d/0BxZh7OVOqZRh0w5eUVYWVY0bms/view?usp=sharing](https://drive.google.com/file/d/0BxZh7OVOqZRh0w5eUVYWVY0bms/view?usp=sharing)
ASL 1 Unit 3 Word List:
https://drive.google.com/file/d/0B1b2ctJ-lzDfTU1FZnR5alJ6X2M/view?usp=sharing

ASL 1 Unit 4 Word List:
https://drive.google.com/file/d/0B1b2ctJ-lzDfY1NRYjd6Vks0VGs/view?usp=sharing

ASL 1 Unit 5 Word List:
https://drive.google.com/file/d/0B1b2ctJ-lzDfTVBCNhVV1g5YWM/view?usp=sharing

ASL 1 Unit 6 Word List:
https://drive.google.com/file/d/0B03PATwDNW9IQU0wYUNXjZ6eW8/view?usp=sharing

Grammar That Should be know from ASL 1 and ASL 2:
- A solid foundation of the following grammar rules: specialization, topic comment, subject-object-verb, descriptors, listing & ordering, classifiers, noun-verb pairs, spatialization/spatial organization, using CL: 5

ASL 2 Unit 6 (Master ASL textbook)
- Sports and Activities

ASL 2 Unit 7 (Master ASL textbook)
- Sign Language Continuum
- Daily Routines and Activities
- Noun-verb Pairs
- Describing Clothing
- Spatial Organization
- Turn-Taking Strategies

ASL 2 Unit 8 (Master ASL textbook)
- Describing People
- Describing Locations

ASL 2 Unit 9 (Master ASL textbook)
- Describing Your House
- Describing Your Cities
- Using Directions
- Using Indexing and CL: Claw

70% of understanding of the expressive language (ASL)
70% accurate in their production usage of ASL

Course Grade Scale:
- Homework/Classwork: 20%
- Performance: 35%
- Assessments: 25%
- Final Exam: 20%

**Major Assessments/Units/Topics:**
- Students are expected to participate actively in class and contribute to the group activities and discussions.
- Students are expected to produce projects in on video or presenting content in front of the class.
- Students are expected to work efficiently in individual, pair and group work.
- Students are expected take around 3-4 expressive test and receptive tests per semester.
- Students will present 3-4 projects/ performances per semester.

**What student will learn in American Sign Language Level 3:**
- First Semester
  - Unit 9 Review: Spitaliation (Place around town and the home)
    - Describing Your House
    - Describing Your Cities
    - Using Directions
    - Using Indexing and CL: Claw
  - Unit 10: Traveling to States and Cities in the United States and Canada
    - Finish Touch vs. Visit
    - States
    - Popular Activities
    - Things to do
      - Deaf Culture: Deaf Gain and Deaf Residential Schools
  - Unit 11: Making Complaints, Recommendations, and Requests
    - Complaint Words
    - Spatial Agreements
    - Complaints about People/ Roommates/ Neighbors
    - Complaints about Pet’s and Kids
    - Complaints about Illnesses/ Injuries
    - Temporal Aspect
      - Deaf Culture: Deaf Members in Medical Setting
- Second Semester
  - Unit 12: Exchanging Personal Information- Life Events
    - Narrating About Life Events
    - When Clause/ Pausing
    - Time Signs Relating to Past Events
●  Deaf Culture: See What I’m Saying? Deaf
  ○ Unit 14: Countries/ Continents Around the World
    ■ Europe
    ■ Asia
    ■ North America
    ■ South America/ Central America
    ■ Australia/ Oceania
    ■ Africa
    ■ You and Your Family’s and Heritage
      ● Deaf Culture: Deaf Communities/ Sign Languages in Different Countries
  ○ Unit 15: Describing and Identity Things
    ■ Instrumental Classifiers
    ■ Descriptive Classifier
    ■ Orders of Operations for Classifiers
    ■ Story Telling
      ● Deaf Culture/ Literature: The Legend of the Mountain Man
  ○ Unit 16: Cooking with Classifiers
    ■ Meats
    ■ Dairy
    ■ Furies/ Vegetables
    ■ Sweets
    ■ Food
    ■ Cooking Classifiers
      ● Deaf Culture: Deaf Run Businesses

Test Question Example (these are pulled from old ASL expressive Test in ASL 3)
ASL 2 Unit 9: Specialization Expressive Test Question: https://youtu.be/fWr85VReOU8
Course Title: American Sign Language 4

Course #: 1357-1358

UC/CSU Approval: “e” approved

Grade Level: 10-12

Course Description:
ASL 4 students continue to build upon the topics, vocabulary, and grammar introduced in previous lessons from ASL 1, 2, and 3. This ASL 4 course continues with complex grammatical attributes, vocabulary, Deaf culture and narratives. Additionally, students will develop their conversational competence as well as an introduction to ASL interpreting.

Estimated Homework Per Week:
There will be many group assignments and work time provided in class. ASL 4 will be student lead and driven, there are multiple opportunities to extend learning based on student motivation. The minimum amount of work required outside of class would be an hour a week.

Prerequisite: Completion of ASL 1-3

Recommended Prerequisite Skills: Strong expressive and receptive skills in ASL, confident enough in ASL to participate in all lectures in ASL as well as all classwork.

Course Grade Scale:
- Homework/Classwork 20%
- Performance 35%
- Assessments 25%
- Final Exam 20%

Major Assessments/Units/Topics:
- Students are expected to participate actively in class and contribute to the group activities and discussions.
- Students are expected to produce projects in on video or presenting content in front of the class.
- Students are expected to work efficiently in individual, pair and group work.
- Students are expected take around 3-4 expressive test and receptive tests per semester.
• Students will present 3-4 projects/performances per semester.

**Vocabulary:** Previous vocabulary knowledge of ASL 1 - ASL 3

**Unit Topics**

- **ASL Songs** - Students will learn to interpret song lyrics and perform both in class and on video each month both in groups and individually.

- **Storytelling** - Students will learn how to clearly tell stories and will sign them both in class and on video each month both in groups and individually.

- **Deaf History** - Students will learn all about the history of the Deaf and this will include retelling the history, in small groups and on video.

- **ASL idioms** - Students will learn ASL idioms, English idioms, how to recognize and interpret them and how to match the conversation levels of the Deaf.

- **Interpreting** - Students will learn to beginning interpreting skills, both receptive and expressive, including the ability to “voice” when a Deaf person is signing. This will happen in small groups and on video.

- **Deaf Culture & Current Events** - Students will watch and understand Deaf Current events and culture, they will also share these events with the class and moderate a class conversation.
Course Title: Chinese 1

Course #: 1370-1371

Course Description:
This is a beginning level, integrated course which focuses on daily conversational and written Chinese language development, meeting the World Language Content Standards—Communication, Cultures, Connections, Comparisons, Structures, and Settings. It is designed to develop four language skills in listening, speaking, reading and writing, and build up students’ vocabulary and knowledge of Chinese culture. Topics revolve around the students’ immediate world: introducing self (Greetings, age, nationality, school) family, time and location (calendar, location), food (fruits, Chinese food items, Western food items). Students build good pronunciation and listening skills and read simple authentic texts. Students also learn Pinyin Romanization system along with the Chinese writing system and progress to recognizing Chinese characters.

UC/CSU Approval: “e” approved

Grade Level: 9-12

Estimated Homework Per Week: 1-2 hrs

Prerequisite: None

Recommended Prerequisite Skills:
Experience has shown that successful Chinese 1 students come to class ready to learn with a positive attitude and a willingness to ask questions, speak, read, write and listen at a novice level.

Course Grade Scale:
Homework/Classwork/Projects: 40%
Tests/Quizzes: 40%
Final Exam: 20%

Major Assessments/Units/Topics:
Intro: Pinyin & Introduction to Chinese
Students learn the Chinese phonetics pronunciation system Pinyin and brief history and knowledge about Chinese character writing; students also learn some basic classroom language in Chinese and some words related to Pinyin study.

Major Assessments:
- Three quizzes on Pinyin & basic vocabulary.
- One unit test on Pinyin & introduction of Chinese.
- Pinyin presentation oral project.

Unit 1: Greetings & Introductions: This unit includes three lessons
- Lesson 1: Greetings; Grammar & Language Usage: Pronouns 我, 你; suffix 们; Question particle ---吗？Adverb 很.
- Lesson 2: Exchange Names; Grammar & Language Usage: 叫---and 姓---; Question word 什么; Pronouns 他 versus 她
- Lesson 3: Age; Grammar & Language Usage: Asking 你多大 or 你几岁？; ---呢？; 也

Major Assessments:
- Quizzes: There will be two quizzes per lesson, one is character quiz and one is comprehensive quiz, including listening, reading, writing with the vocabulary and grammar.
- One unit test including listening, reading, writing & grammar.
- Project on recording of dialog of greeting and exchange name and age.
- Greeting comic project

Unit 2: About me: This unit includes three lessons
- Lesson 4: Country and Nationality; Grammar & Language Usage: 是; interrogative pronoun: 哪---?; 不 to negate a sentence; Affirmative-negative question ---不---？
- Lesson 5: School and Grade; Grammar & Language Usage: Verb 上; measure word 个; Question word 几---？
- Lesson 6: Family; Grammar & Language Usage: 有; conjunction 和; 的

Major Assessments:
- Quizzes: There will be two quizzes per lesson, one is character quiz and one is comprehensive quiz, including listening, reading, writing with the vocabulary and grammar.
- One unit test including listening, reading, writing & grammar.
- Chinese character arts project

Unit 3: Time and Location: This unit includes three lessons
- Lesson 7: Location; Grammar & Language Usage: Adverb of location 在; ----哪儿？; Adverb 都
- Lesson 8: Year, Month, Date, Day of the week; Grammar & Language Usage: ---是星期几？; 啊; ---是几月几号？
Lesson 9: What’s inside the classroom; Grammar & Language Usage: ---谁的----；在 to indicate relative location；还

Major Assessments:
- Quizzes: There will be two quizzes per lesson, one is character quiz and one is comprehensive quiz, including listening, reading, writing with the vocabulary and grammar.
- One unit test including listening, reading, writing & grammar.

Unit 4: Food: This unit includes three lessons
- Lesson 10: Fruits; Grammar & Language Usage: Degree verb 最；喜欢；Conjunction：那---
- Lesson 11: Western Food; Grammar & Language Usage：了 to indicate change；想：---吧；Verb + 的
- Lesson 12: Chinese Food; Grammar & Language Usage：去---Verb；太---了！；好+Verb =Adjective：了

Major Assessments:
- Quizzes: There will be two quizzes per lesson, one is character quiz and one is comprehensive quiz, including listening, reading, writing with the vocabulary and grammar.
- One unit test including listening, reading, writing & grammar.
- Field Trip & Group project on Chinese food

Additional Assessments:
- Oral presentation: “About me” (cover the topics from Lesson 1- Lesson 12)
- Project about Mid-Autumn Festival
- Project about Chinese Zodics.
- Project about Chinese New Year.
- Final Exams: There will be a final exam for each semester.
Course Title: Chinese 2
Course #: 1372-1373

Course Description:
Chinese 2 builds upon and reinforces the fundamental skills acquired by students in Chinese 1. This course further develops students' skill with the Chinese spelling system, Pinyin, as well as basic listening, speaking, reading, and writing skills. Emphasis will be placed on the learning of Chinese characters and on sentence patterns that help students carry on simple conversations on some highly relevant topics such as physical attributes (colors, clothes, friends), preferences and abilities (sports, pets, languages), activities (shopping, my day, daily activities), weather and transportation (weather, asking directions, trip to China). Students will also continue to learn about Chinese culture and customs.

UC/CSU Approval: “e” approved

Grade Level: 9-12

Estimated Homework Per Week: 1-2 hrs

Prerequisite: Completion of Chinese 1 with a C or higher

Recommended Prerequisite Skills:
Students should possess the ability to:
  ● Pronounce and write the Chinese Phonetics system called Pinyin with tones.
  ● Comprehend and produce greetings.
  ● Introduce oneself with name, age, nationality, school, grade, family, address.
  ● Tell time: year, month, days of the week, date.
  ● Describe location
  ● Tell and ask food preference, know names of fruits, Chinese food items, Western food items.
  ● Type Chinese characters using Pinyin on computer and write Chinese characters by hand.

Course Grade Scale:
Homework/Classwork/Projects: 40%
Tests/Quizzes: 40%
Final Exam: 20%

Major Assessments/Units/Topics:
Unit 1: Physical Attributes (Colors, Clothes, Friends)

Lesson 13 Color
- Name several commonly-used colors
- Talk about color preferences
- Use color to describe and distinguish objects
- Culture learning: Learn color symbolism in Chinese culture. Why “red” and “Yellow” are Chinese people’s favorite colors. What “Red” and “Yellow” mean to Chinese people.
- Culture learning: Compare the color used at Christmas and Chinese New Year
- Language usage: “” or or is used to list choices and options.

Lesson 14 Clothing
- Name different articles of clothing with appropriate measure words (measure words: )
- Ask and answer questions regarding people’s attire
- Express uncertainty and seek confirmation
- Introduce Chinese traditional clothes: 旗袍 (Lady’s Chinese Gown) and 唐装 (Traditional Chinese Clothing)

Lesson 15 My Friend
- Name basic body parts
- Describe physical features and appearances of others
- Use common descriptive words to express size, length, and height
- Grammar: Describe physical feature using “不---- 也不---- neither---nor
- Language Usage: Note frequent occurrences using “常常” often
- Language Usage:一起 together
- Introduce the famous quote “汝非鱼，安知鱼之乐” (You are not a fish, how do you know what happiness is for a fish?). A story of 2 famous ancient Chinese philosophers, 庄子Zhangzi and 惠子Huizi)

Major Assessments:
- Each lesson has two quizzes: one is Character writing quiz; one is online quiz including listening, reading, and writing.
- Unit test: includes listening, reading, and writing.
  (Speaking ability will be assessed by oral presentation projects)
- Project for Lesson 14: “Be a Designer” (hand draw project)
- Project for Lesson 15: Create a Crazy Colorful Monster

Unit 2: Preferences and Abilities

Lesson 16 Sports
- Name some commonly-played sports
- Express preferences
- Express abilities or inabilities
• Associate various sports with appropriate verbs
• Culture: Introduce popular sports in China, e.g Ping Pong.
• Language usage: Express abilities by using 会 (can), and inabilities by using 不会 (Can not...)

Lesson 17 Cute Pets
• Exchange information on pets using appropriate measure words Express quantities
• Distinguish pronouns for animals and objects
• Ask and answer “why” questions
• Culture: Popular pets in China
• Language usage: ask why questions
• Language usage: Answer “why” questions using “因为 and 所以”(because..., therefore...)

Lesson 18 What Language Can You Speak?
• Discuss your own language abilities and those of others
• Construct names of spoken and written language using country names
• Distinguish between spoken and written language
• Language usage: Talk about future event with limited conditions using “
• Language usage: Preposition to give
• Language usage: will suggest something is very likely to happen in the future.
• Culture: Languages in China. 普通话 (Mandarin) vs 方言 (Dialect)

Major Assessments:
• Each lesson has two quizzes: one is Character writing quiz; one is online quiz including listening, reading, and writing.
• Unit test: includes listening, reading, and writing.
• Project for Lesson 16: Ping Pong Tournament
• Project for Lesson 17: “Rainbow Turkey”

Unit 3: Activities

Lesson 19: Shopping
• Ask and answer questions about the availability and price of products Understand and use different denominations amount of money Express opinions on and negotiate and items’ price
• Express regret and accept apologies
• Ask for and receive changes
• Ask for and provide help to others Culture: Shopping in China
• Language usage: “Verb + 一 Verb” structure is used to make an activity sound casual or brief.
• Language usage: How much
• Language usage: Use “能” (can) and “可以” (can) to express or request permission to do something.
• Language usage: 一点儿 (a bit more)

Lesson 20: My day
• Inquiry about and state the time of events
• Understand different time expressions from morning to night
• Describe your daily activities by time and order of occurrence
• Describe a situation that happens occasionally
• Culture: The life of students in China
• Language usage: 就 and 才 imply that something happened on time or earlier than expected or a later time than expected.
• Language usage: 以后 （after）
• Language usage: 快 （almost）

Lesson 21: What Are They Doing?
• List a few common recreational activities around the house Describe an ongoing action
• State an exception with
• Culture: Traditional martial arts in China
• Language usage: 在 +Verb, describe an action that is currently in progress.
• Language usage: 在 + Location + Verb to say someone does or is doing something.
• Language usage: “Verb + 来 + Verb + 去” Implies repeat action. It is similar to English phrase like “back and forth”.

Major Assessments:
• Each lesson has two quizzes: one is Character writing quiz; one is online quiz including listening, reading, and writing.
• Unit test: includes listening, reading, and writing.
• Project for Lesson 19: Shopping trip
• Project for Lesson 20: Make a movie about “My Daily Schedule”

Unit 4: Weather and Transportation

Lesson 22: Today’s Weather
• Inquire about the weather
• Exchange information temperatures and weather conditions
• Describe a weather change
• Express probability “可能”
• Culture: China’s Wide-Range Climates
• Language usage: “怎么样” （How）
• Language usage: “有点儿” before an adjective (a bit; somewhat)
• Language usage: “越来越—” (more and more/less and less)
Lesson 23: Asking Directions
- Ask about directions and locations
- Understand and use location words to give directions
- Describe the distance between two places
- Construct ordinal numbers
- Culture: Chinese Feng Shui
- Language usage: “往”/“向” toward
- Language usage: “离” Describing location or distance
- Language usage: “第 +Number” construct ordinal numbers

Lesson 24: Trip to China
- Ask and answer questions about vacation plans
- Describe a sequence of activities
- Name different modes of transportation
- Identify a few major cities and attractions in China
  Culture: Tourism in China (Shanghai and Hangzhou)
- Language usage: “坐” (travel by)
- Language usage: “先---然后---” (first [do A], then [do B])
- Language usage: “又---又---” is used with two adjectives to express “[A] and [B]”.
- Language usage: “极了” (extremely; really; very)

Major Assessments:
- Each lesson has two quizzes: one is Character writing quiz; one is online quiz including listening, reading, and writing.
- Unit test: includes listening, reading, and writing.
- Project for Lesson 24: Itinerary for a trip to China

Additional Assessments:
- Project about Mid-Autumn Festival
- Project about Chinese New Year
- Final Exams: There will be a final exam for each semester.
Course Title: Chinese 3

Course #: 1374-1375

Course Description:
Chinese 3 expands more topics and Chinese culture knowledge on top of language skills acquired by students in Chinese 2. This course further develops students' Chinese language skills including listening, speaking, reading, and writing into intermediate level. Emphasis will be placed on the learning of Chinese characters and on sentence patterns that help students carry on more complicated conversations on some highly relevant topics such as “At School” (school begins, class schedule, during class), professions & hobbies (professions, hobbies, a sports meet), my surroundings (my room, school campus, the community), social events (invitation, going to the movies, dining out). Students will also continue to learn more about Chinese culture and customs.

UC/CSU Approval: “e” approved

Grade Level: 9-12

Estimated Homework Per Week: 1-2 hrs

Prerequisite: Completion of Chinese 2 with a C or higher

Recommended Prerequisite Skills:
Students should possess the ability to:

- Show solid foundation on type and write Characters.
- Pronounce new words using Pinyin.
- Describe physical attributes: color, clothing, appearance
- Express preference and abilities on sports, pets and languages.
- Tell the daily activities using time period
- Practice common life activities, like shopping; identify money
- Describe the action that is currently in progress.
- Describe weather.
- Ask directions.
- Describe the transportations in China and introduce few China travel attractions.
- Write an 150 characters essay on above topics.

Course Grade Scale:
Major Assessments/Units/Topics:

Unit 1: At School
Lesson 25: School Begins!
- Engage in Conversation about summer activities
- Introduce yourself to someone
- Understand comparison and expressions of sameness
- Seek confirmation on an opinion or idea
- Construct adverbial expressions with 得
- Culture: Traditional family life in China
- Language usage: Describing the manner of an action with 得
- Language usage: Express Sameness with “跟…一样”

Lesson 26: Class Schedule
- Say terms different school subjects
- Inquire about and explain your own class schedule
- Make comments on different classes and teachers
- Express future actions and intentions
- Culture: Chinese Views on Education and Success
- Language usage: “除了…以外…” (except; expect for)
- Language usage: “比较” as an adverb meaning “relatively” or “fairly”
- Language usage: Use “要” (want) to express future actions
- Language usage: “再” indicating repeated actions
- Language usage: Topic-comment sentences

Lesson 27: Chinese Class
- Understand and describe the outline of a class syllabus
- Talk about study plans
- Express concerns about particular subject
- Provide solutions and suggestions regarding a problem
- Language usage: “要+Verb+了” (about to)
- Language usage: the “把” construction is a pattern to be used when you are taking about taking an object and doing something with it.
- Language usage: Making comparisons with “比”
- Language usage: Expressing completed actions with “Verb+完”.
- Language usage: “只要…就…” (As long as)
- Language usage: “以前” (before)

Unit 2: Professions & Hobbies
Lesson 28: Professions
Lesson 29: Hobbies

- Identify different hobbies
- Ask and express one’s hobbies & interest
- Describe different activities with appropriate verbs
- Express the time frame, frequency, and duration of activities
- Culture: Traditional Chinese Recreational Games
- Language Usage: Expressing interest in something with 对…有兴 趣
- Language Usage: Expressing “every” with 每…都
- Language Usage: Duration (time frame)
- Language Usage: 一边… 一边…
- Language Usage: 的时候: “when…”

Lesson 30: A Sports Meet

- Write a journal entry
- New a few popular sports and activities
- Record a sports event with descriptions of athletic accomplishment
- Write a journal entry
- New a few popular sports and activities
- Record a sports event with descriptions of athletic accomplishment

Unit 3: Surroundings

Lesson 31: My Room

- Introduce people and things in a formal manner
- Name the room and furniture in a house
- Describe the location of all rooms in a house
- Describe a room and its furniture arrangement
- Culture: Traditional Chinese Rooms
- Language Usage: 来 + Verb
- Language Usage: (Verb) + 一下
- Language Usage: Expressing how an action is performed with 地
• Language Usage: “既…又…”, “…and…”

Lesson 32: Visiting Campus
• Welcome visitors and conduct a campus tour
• Name and describe various campus facilities
• Describe relative positions of different facilities and buildings
• Express a hope or a wish
• Culture: Introduce Beida 北大 and Qinghua 清华
• Language Usage: expressing ongoing actions with 呢
• Language Usage: 到处, “everywhere”

Lesson 33: My Community
• Make an oral presentation with an appropriate beginning and ending
• Name different facilities found within a community
• Describe the relative locations of buildings in a community
• Describe daily activities around the community
• Culture: Beijing Hutongs, Traditional Chinese housing Siheyuan
• Language Usage: Reduplicating verbs
• Language Usage: Using question words with 都 to express “any” or “every”
• Language Usage: The intensifier 好

Unit 4: Social Events
Lesson 34: An Invitation
• Use appropriate expressions for telephone conversations
• Invite people to gatherings and provide party information
• Describe a series of events or activities in chronological order
• Give directions and explain transportation options
• Culture: Visiting a Chinese person’s home
• Language Usage: 应该 Meaning “should” or “would”
• Language Usage: 哪些 Meaning “which?”
• Language Usage: 到 As a resultative complement

Lesson 35: Going to the Movie
• Name different movie genres
• Talk about movie’s showtimes, plot, and reviews
• Discuss and express opinions on different types of movies
• Make suggestions and recommendations about a movie or a restaurant
• Culture: Chinese cinema and television
• Language Usage: 是 To emphasize, meaning “indeed”
• Language Usage: 要不 “or”
• Language Usage: Using 离 with time phrases

Lesson 36: Dining Out
● Order food and drinks at a Chinese restaurant
● Describe different flavors
● Inquiry about questions when making suggestions
● Ask for the bill
● Culture: Chinese dining etiquette
● Language Usage: Asking a rhetorical question with 不是…吗？
● Language Usage: Expressing "it seems like" with 看/听起来
● Language Usage: 越… 越…, “the more…the more…”

Major Assessments:
● Quizzes: There will be two quizzes per lesson, one is character quiz and one is comprehensive quiz, including listening, reading, writing with the vocabulary and grammar.
● Tests: There will be a comprehensive test for each unit, including listening, reading, writing, grammar.
● Project and oral presentation: There will be six or seven projects for Chinese 3 including oral presentation. For example: Design your dream room and present it to the class; Acting out and make a movie about dining out with friends.
● Final Exams: There will be a final exam for each semester.
Course Title: Chinese 4 Honors

Course #: 1378-1379

Course Description:
Chinese 4H expands more topics and Chinese culture knowledge on top of language skills acquired by students in Chinese 3. This course further develops students' Chinese language skills in listening, speaking, reading, and writing at the intermediate level leading to advanced. Emphasis will be placed on grammar, syntax, and sentence patterns that help students carry on more complicated conversations on some highly relevant topics such as media and technology, holidays and celebrations, nature and the environment, diet and health, history and cultural events, and travel and geography. Students will continue to learn more about Chinese culture and customs throughout the course.

UC/CSU Approval: “e” approved

Grade Level: 10-12

Estimated Homework Per Week: 2-3 hours

Prerequisite:
C- (70%) or higher in Chinese 3

Recommended Prerequisite Skills:
Students should possess the ability to:
- Show solid foundation on type and write Characters.
- Describe class schedule and study related topics
- Express preference and abilities on sports, occupation and hobby
- Describe surroundings: room, school campus and community.
- Practice in social events: sending invitations, watching a movie.
- Order food when dining out.
- Write a 180-200 characters essay on above topics.

Course Grade Scale:
Homework/Classwork/Projects: 40%
Tests/Quizzes: 40%
Final Exam: 20%
Major Assessments/Units/Topics:

Unit 1: Media and Technology (Lessons 37-38 in Better Chinese text)
- **Theme: Science Exhibition**
  - Language: Anticipating multiple responses with 都; expressing past experiences with 过; Using 正好 meaning “as it happens” or “happen to”
  - Cultural Connections: Four ancient inventions
- **Theme: Shopping Online**
  - Language: Expressing ongoing actions with 正在…呢; Using 才 to indicate a small number or amount
  - Cultural Connections: Traditional markets/Alibaba/WeChat Pay

Unit 2: Holiday and Celebrations (Lessons 39-40 in Better Chinese text)
- **Theme: Grandpa’s Birthday**
  - Language: Using 为 to mean “for”; Indicating ongoing action with 着; Using 跟…有关 to express relevance to a certain topic; “For example” 比方说
  - Cultural Connections: Chinese Zodiac
- **Theme: Chinese Festivals**
  - Language: 有…, 也有… to take example
  - Cultural Connections: Chinese New Year

Unit 3: Nature and the Environment (Lessons 41 and 42 in Better Chinese text)
- **Theme: Nature**
  - Language: Using 像 to give examples; Using 被 to express the passive voice; Showing someone’s location or home using “Name/pronoun”+这儿
  - Cultural Connections: Myths and Legends
- **Theme: Environmental Protection**
  - Language: 什么 as “any”; Using 连…都… to express emphasis; Using 不是 …而是 to express “not A, but B”; Using 什么的 to say “and so on”
  - Cultural Connections: the state of Chinese nature

Unit 4: Health (Lessons 43 and 44 in Better Chinese text)
- **Theme: Getting Sick**
  - Language: Using 刚 or 刚刚 meaning “just now”; Using 让 to express “to let” or “to make”; using 还是 meaning “still” or “all the same”; using 如果…就… meaning “if… then…”
  - Cultural Connections: Traditional Chinese medicine
- **Theme: Diet and Health**
  - Language: Comparative sentences with 比, Using 不是…就是 meaning “if it’s not…then it’s…”
  - Using noun or measure word reduplications to express “every”
  - Cultural Connections: Nutritional therapy

Unit 5: History and Culture (Lessons 45 and 46 in Better Chinese text)
- **Theme: Watching a Performance**
Language: Using 行吗？meaning “is that okay?” Using 一…就… meaning “as soon as…then…”

Cultural Connections: Peking Opera

Theme: Getting to Know China
Language: Using multiple numbers to estimate amounts, in the form 一两/两三 …… + [measure word]; Using 懂 as a resultative complement; Using 得 and 不 to make potential complements; Using 了 （liǎo）
Cultural Connections: Philosophy

Unit 6: Travel and Geography (Lessons 47 and 48 in Better Chinese text)
Theme: Summer Vacation
Language: Using 通过, meaning “by means of, by way of, by”. Using 成为 meaning, “to become”; Using 那么 or 这么 to intensify adjectives or verbs; Using 到时候 meaning “when the time comes”
Cultural Connections: Summer Travels in China

Theme: Travel Plans
Language: Using 所, a measure word for houses, schools, hospitals, etc. Using 不用, meaning, “need not” or “don’t have to”
Cultural Connections: Terracotta Warrior and the Great Wall

Major Assessments:

Quizzes: There will be two quizzes per lesson, one is vocabulary quiz and one is focusing on grammar.
Tests: There will be a comprehensive test for each unit, including listening, reading, writing, grammar.
Project and oral presentation: There will be six or seven projects for Chinese 4H including oral presentation.
For example:
- Chinese traditional holiday/festival
- Chinese herbal medicine
- Protecting the earth
- Ancient Chinese philosopher
- Classical Chinese Garden
- 10 days travel plan to China
- Technology and Shopping

Final Exams: There will be a final exam for each semester.
Course Title: French 1

Course #: 1321-1322

Course Description: This course provides an introduction to the language and cultures of France and other French speaking countries. Students develop basic listening, speaking, reading and writing skills necessary to communicate ideas about self, family, daily life, travel, food and basic needs. Students explore connections and cultural aspects of the French-speaking world and make connections with their own culture.

UC/CSU Approval: “e” approved

Grade Level: 9-12

Estimated Homework Per Week: 1-2 hours

Prerequisite: A desire to learn the language and culture of French speaking (Francophone) countries.

Recommended Prerequisite Skills: Enthusiasm for languages.

Course Grade Scale:

<table>
<thead>
<tr>
<th>Classwork/Homework/Projects</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests/Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

Major Assessments/Units/Topics:

Unit 1- Greetings, people, and things around the classroom
In this unit students begin learning about basic French greetings and manners, the francophone world, as well as things and people around the classroom.
Topics: Nouns and articles, counting from 1-60, the verb “être” (to be), adjective agreement
Major Assessment: 2 Lesson Quizzes, 1 Unit Exam, Comic strip greetings project.

Unit 2- Academic Life and everyday activities
In this unit students learn how to communicate about academic life and everyday activities. Students also learn about French school life and cultural differences.
**Topics:** Regular -er verbs, forming questions, expressing negation, present tense of the verb “avoir” (to have), telling time.

**Major Assessments:** 2 Lesson Quizzes, 1 Unit Exam, Listening and speaking activities

---

**Unit 3-** Family, friends, pets, professions and occupations
In this unit students learn how to communicate about their families, friends, and pets. They also learn how to communicate about professions and occupations. Students learn vocabulary related to friends and family and also learn about families and relationships in France.

**Topics:** Descriptive adjectives, possessive adjectives, numbers 60-100, prepositions of locations and disjunctive pronouns.

**Major Assessments:** 2 Lesson Quizzes, 1 Unit Exam, Family Tree Presentational Project

---

**Unit 4-** Places and activities around town
In this unit students learn how to communicate about popular leisure time activities. They learn how to communicate about activities around town, such as going to cafés and restaurants.

**Topics:** The verb “aller” (to go), interrogative words, the verbs “prendre” (to take), “boire” (to drink), regular -ir verbs, and partitives.

**Major Assessments:** 2 Lesson Quizzes, 1 Unit Exam, “Au Café” presentational project -students create and then act out a script about going to a café and ordering food and drinks. Café Day in class!

---

**Unit 5-** Leisure Activities and the weather
In this unit students learn about leisure activities and sports. They learn how to communicate about the weather, and public spaces in France.

**Topics:** The verb “faire” (to do), Irregular -ir verbs, numbers 101 and higher, spelling change -er verbs.

**Major Assessments:** 2 Lesson Quizzes, 1 Unit Exam, Weather Report Project -students record a weather report.

---

**Unit 6-** Parties, celebrations, clothing, and colors
In this unit students learn about celebrations in France such as Carnival! They also learn about clothing, colors, and fashion.

**Topics:** Demonstrative adjectives, the passé composé with avoir (the basic past tense in French, equivalent in form to the “present perfect” tense in English, but equivalent in usage to the “past simple” tense in English), indirect object pronouns, regular and irregular -re verbs.

**Major Assessments:** 2 Lesson Quizzes, 1 Unit Exam, Fashion Show project

---

**Unit 7-** Travel arrangements, transportation, hotels, and accommodation
In this unit students learn about travel and accommodations. They learn how to communicate about making travel and transportation arrangements as well as hotel accommodations. They learn about vacations in France and francophone countries such as Tahiti.

**Topics:** The passé composé with être, direct object pronouns, adverbs, the formation of the imparfait
Major Assessments: 2 Lesson Quizzes, 1 Unit Exam, Travel and Hotel presentational project - students create, act out, and film a skit about checking into and staying at a hotel/hostel/campground.
Course Title: French 2

Course #: 1323-1324

Course Description: This course is a continuation of French 1. Students continue to develop listening, speaking, reading and writing skills necessary to communicate ideas about self, family, and daily life/routine, as well as abstract concepts such as feelings and emotions. Students also begin to communicate about nature and the environment. Students continue to explore cultural aspects of the French-speaking world and make connections with their own culture.

UC/CSU Approval: “e” approved

Grade Level: 9-12

Estimated Homework Per Week: 1-2 hours

Prerequisite: Completion of French 1 with a C or higher (or equivalent)

Recommended Prerequisite Skills:
Students should possess the ability to:
- Comprehend and use basic French greetings as well as basic parts of speech; including nouns, verbs, articles and adjectives.
- Recognize and use written numbers in French.
- Recognize and tell time in French.
- Conjugate and use basic -er, -ir, and -re verbs.
- Understand the meaning and conjugate the verbs “être (to be)”, “avoir (to have)”, “aller (to go)”, and “faire (to do) in presents tense.
- Understand how to use and recognize the fundamental past tense forms in French (the passé composé and imparfait tenses).
- Students should possess the ability to write at least 4 consecutive rudimentary sentences, in paragraph form, using correct sentence structure and parts of speech.

Course Grade Scale:

<table>
<thead>
<tr>
<th>Classwork/Homework/Projects</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests/Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>
Major Assessments/Units/Topics:

**Unit PA-** Parts of the house, furniture, household chores
In this unit students learn how to communicate about daily life and the parts of the house/apartment including furniture and household chores.
*Topics:* passé composé vs. imparfait (past tenses)
*Major Assessment:* 2 Lesson Quizzes, 1 Unit Exam, For sale/rent advertisement project

**Unit 1-** Food, dining, specialty food shops
In this unit students learn how to communicate about food, shopping, and dining.
*Topics:* the verbs venir, devoir, vouloir, pouvoir, and the passé recent. Comparative and superlative adjectives and adverbs. Double Object Pronouns
*Major Assessment:* 2 Lesson Quizzes, 1 Unit Exam

**Unit 2-** Parts of the body, daily routine, maladies and remedies
In this unit students learn to communicate about their daily routine, parts of the body, maladies and remedies. They also learn about Healthcare in France.
*Topics:* Reflexive Verbs in present and past tense, pronouns Y and EN (there and some)
*Major Assessment:* 2 Lesson Quizzes, 1 Unit Exam, My Daily Routine presentation Project

**Unit 3-** Computers, electronics, cars, and driving
In this unit students learn about technology, including computers, electronics, the Internet and Social Media. They also learn how to communicate about cars and driving.
*Topics:* Prepositions with the infinitive, reciprocal reflexives, the verbs: ouvrir and offrir, the conditional tense.
*Major Assessment:* 2 Lesson Quizzes, 1 Unit Exam

**Unit 4-** Errands, giving and getting directions
In this unit students learn about giving and getting directions as well as running errands. They also learn about small shops and French cities and towns.
*Topics:* The verbs: voire, croire, recevoir, and apercevoir, negative and affirmative expressions, The future simple tense.
*Major Assessment:* 2 Lesson Quizzes, 1 Unit Exam, Directions scavenger hunt project

**Unit 5-** At the office, making phone calls, professions
In this unit students learn how to communicate while at work in France.
*Topics:* The Future simple tense with quand and dès que, the interrogative pronoun Lequel, Si clauses, relative pronouns
*Major Assessment:* 2 Lesson Quizzes, 1 Unit Exam, Future presentation

**Unit 6-** Environmental concerns and nature
In this unit students learn how to communicate about nature, extra curricular activities in nature, and the environment.
Topics: Demonstrative pronouns, Intro to the subjunctive, comparatives and superlatives to nouns
Major Assessment: 2 Lesson Quizzes, 1 Unit Exam, Selfie Subjunctive project

Unit 7- Performing arts, literary arts, TV and movies
In this unit students learn how to communicate about the arts, cinema and television.
Topics: The subjunctive, Possessive pronouns
Major Assessment: 2 Lesson Quizzes, 1 Unit Exam, Art presentation project
Course Title: French 3
Course #: 1325-1326
Course Description:
UC/CSU Approval: "e" approved
Grade Level: 9-12
Estimated Homework Per Week: varies, but average of 2 hours
Prerequisite: Completion of French 2 with a C or higher (or equivalent)
Recommended Prerequisite Skills:
Students should possess all prerequisite skills listed on the French 2 course outline plus the below prerequisites.
- Students should possess the ability to comprehend and create advanced-beginner to intermediate written and oral French language using correct parts of speech; including nouns, verbs, articles, adjectives, pronouns, and basic negation.
- Utilize and recognize the basic past tenses in French (passé composé and imparfait).
- Utilize and recognize the Futur Simple and Conditional Tenses in French.
- Students should possess the basic ability to understand, recognize, conjugate, and use all of the verbs listed below: -regular -er, regular -ir, regular -re, avoir, aller, être, faire, savoir, connaître, venir, tenir, maintenir, devenir, pouvoir, devoir, vouloir, offrir. (required prerequisite tenses: present, passé composé, imparfait, and futur simple)
- Understand and use the indirect and direct object pronouns.
- Basic or rudimentary knowledge of the subjunctive tense.
- Students should possess the ability to write at least 8 consecutive advanced-beginner/intermediate level sentences, in paragraph form, using correct sentence structure and parts of speech.
Course Grade Scale:

<table>
<thead>
<tr>
<th>Classwork/Homework/Projects</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests/Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>
Major Assessments/Units/Topics:

Leçon 1: Ressentir et Vivre
In this unit students learn how to further communicate about relationships by using new vocabulary and by reviewing grammar concepts. Students also identify cultural differences, relating to relationships, between France and the United States.
Topics: Present tense verb review: avoir, être, aller, faire, and spelling change verbs such as appeler. Review forming questions.
Major Assessment: Vocabulary Quiz, Survey Project (in class speaking project), Lesson 1 Exam.

Leçon 2: Habiter en Ville
In this unit students learn how to further communicate about living in cities and towns. Students acquire vocabulary about urban life and compare and contrast living in the city and suburbs vs. the countryside in France.
Topics: Reciprocal and reflexive verbs, descriptive adjectives, adjective and adverb agreement.
Major Assessment: Vocabulary Quiz, Dialogue en ville project (speaking project with written script), Lesson 2 Exam.

Leçon 3: L’influence des medias
In this unit students learn to communicate about news and media by using new French vocabulary and continuing to review grammar concepts. Students discuss news programs in France and other francophone countries. Students learn to compare and contrast various types of media and also form cultural comparisons between francophone countries and then United States.
Topics: The passé composé with avoir, the passé composé with être, the imparfait, the difference between the passé composé and imparfait.
Major Assessment: Vocabulary Quiz, Lesson 3 Project (Filmed simulated news program using French script) Lesson 3 Exam.

Leçon 4: La valeur des idées
In this unit students learn to communicate, in French, about human rights, politics, and social issues in France, francophone countries and the United States.
Topics: The Plus que parfait, negation, definite and indefinite adjectives and pronouns, Irregular -ir verbs.
Major Assessment: Vocabulary Quiz, Political poster presentation/or debate project, Lesson 4 Exam.

Leçon 5: La société en évolution
In this unit students learn to communicate about daily life and society as it evolves. Students further discuss social issues such as racism and homelessness while learning new French vocabulary and reviewing grammar concepts.
Topics: Indirect/direct object pronouns review, the pronouns y et en, double object pronouns, Order of pronouns.
Major Assessment: Vocabulary Quiz, Lesson 5 Exam included on Fall Final

Lesson 6: Les générations qui bougent
In this unit students learn to further communicate about families, stages of life, and food. They learn about North African francophone countries and form cultural comparisons.
Topics: The Subjunctive, impersonal expressions, demonstrative pronouns, irregular -re verbs.
Major Assessment: Vocabulary Quiz, Lesson 6 Exam.

Lesson 7: À la recherche du progrès
In this unit students learn about scientific and technological advances in francophone countries. They learn to communicate about science and technology in French as well from cultural comparisons between the US and France.
Topics: Comparative and superlative of adjectives and adverbs, The Futur Simple, The Subjunctive with expressions of doubt.
Major Assessment: Vocabulary Quiz, Project: Subjunctive Presentational project, Lesson 7 Exam,

Lesson 8: S’évader et de travail
In this unit students continue to learn about leisure activities, sports, and shopping in francophone countries.
Topics: Infinitive, Prepositions with geographical names (geographical articles), The Conditional tense.
Major Assessment: Vocabulary Quiz, Project: Conditional and Future speaking project, Lesson 8 Exam,

Lesson 9: Perspectives de travail
In this unit students learn how to communicate about office life in France as well as banking and finance.
Topics: Relative pronouns, The present participle, Irregular -oir verbs,
Major Assessment: Vocabulary Quiz, Lesson 9 Exam.

Lesson 10: Les richesses naturelles
In this unit students continue to learn how to communicate about nature and the environment in France.
Topics: The past conditional, The future perfect, Si Clauses
Major Assessment: Vocabulary Quiz, Lesson 10 Exam included on the Spring Final.

The Little Prince
As a class, we read the classic novel Le Petit Prince by Antoine de Saint-Exupéry. Students read together, in class, in groups, and at home. They answer reading comprehension questions as well as participate in whole class and small group discussions. Upon completion of
the novel, students are responsible for a group project emphasizing main themes, ideas, and lessons from the book. Groups work together on a visual representation of the themes from the book and then present to the class in French.
Cathedral Catholic High School
Course Catalog

Course Title: Latin 1

Course #: 1341-1342

Course Description:
Latin is a fundamental language used as the linguistic foundation in academia, modern science, and language studies. Fields such as government, medicine, law, astronomy, anthropology, archaeology, religious studies, and so much more, are rooted in Latin, making it a universal language. Therefore, Latin is applicable in a variety of areas not limited to Roman literature. Students not only learn a new language but focus on the lasting influence and significance Latin has on western civilization.

UC/CSU Approval: “e” approved

Grade Level: 9-12

Estimated Homework Per Week: 1-2 hrs per week

Prerequisite: The only pre-requisite for Latin 1 is an enthusiasm for learning a unique language with the zeal and determination of a true Roman.

Recommended Prerequisite Skills:
Students entering LATIN I should also be able to do the following things:

1.) Have a curiosity/interest in ancient civilization and the primary language their texts were written in.
2.) Have the patience and open-mindedness to study a complex (but exciting) language of an ancient culture.
3.) Students will keep a well-organized notebook, take notes, participate in class projects and discussions, and work in groups.

Course Grade Scale:
Classwork/homework: 30%
Quizzes: 20%
Projects: 15%
Mid semester exam: 15%
Semester Cumulative Final Exam: 20%
Major Assessments/Units/Topics:
The LATIN I course places an emphasis on translating, reading comprehension, vocabulary development, learning the fundamentals of verb conjugations and noun/adjective declensions, and a heavy focus on grammar and syntax. Students who come to class prepared to learn, ask questions, participate, and have a positive attitude show the most promise in having a positive experience learning a new language.

LATIN 1 maintains a pace of approximately 1 chapter a week. Each semester will cover 5 chapters, 8 grammar/translating quizzes, one midterm, and 1 final. Students will review current and past vocabulary daily. There are NO oral exams in LATIN.

In LATIN I, students will learn concepts such as:

Fall Semester
- Unit 1: Greetings, salutations and saying goodbye
  - Declensions and Case System: Nominative, Genitive, Accusative, Ablative
  - Present Tense conjugations
  - Introduction of vocabulary in thematic units
- Unit 2: Perfect Tense conjugations
  - Declension and Case System: Dative and Vocative
  - Sentence structure and break down
  - Translating authentic Latin texts

Spring Semester
- Unit 3: Imperfect Tense Conjugation
  - Present Active Participles
  - Translating authentic Latin texts
- Unit 4: Roots and derivatives applicable in other academic/science fields
  - Future/Pluperfect/Future-perfect Tense Conjugation
  - Appreciation and understanding of the Roman culture, and the influence the Latin has had on the western world.
  - Translating authentic Latin texts

Examples:
In LATIN 1 students will be able to translate elementary Roman texts

1. Translate:

“Well! We are all healthy. And business is good today. Many people want food and drink. Are you hungry? Are you thirsty? Do you want food or a drink?”

Conjugate verbs:
2. Conjugate amō, amāre in the present tense

<table>
<thead>
<tr>
<th></th>
<th>Singular.</th>
<th>Plural.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;.</td>
<td>amō</td>
<td>amāmus</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;.</td>
<td>amās</td>
<td>amātis</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;.</td>
<td>amat</td>
<td>amant</td>
</tr>
</tbody>
</table>

Decline nouns:

3. Decline femina

<table>
<thead>
<tr>
<th></th>
<th>Singular.</th>
<th>Plural.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative:</td>
<td>femina</td>
<td>feminae</td>
</tr>
<tr>
<td>Genitive:</td>
<td>feminae</td>
<td>feminārum</td>
</tr>
<tr>
<td>Dative:</td>
<td>feminae</td>
<td>feminīs</td>
</tr>
<tr>
<td>Accusative:</td>
<td>feminam</td>
<td>feminās</td>
</tr>
<tr>
<td>Ablative:</td>
<td>feminā</td>
<td>feminīs</td>
</tr>
<tr>
<td>Vocative:</td>
<td>femina</td>
<td>feminae</td>
</tr>
</tbody>
</table>

Projects: Research the god Hermes with your groupmates, choose a specific myth, and shoot a short video reacting the appropriate events that transpired.
Course Title: Latin 2

Course #: 1343-1344

Course Description:
This course is the transitional level from novice to intermediate Latin II and should be attempted after a full year of Latin I has been successfully completed. In this course, students review some skills from Latin I and acquire new skills in the areas of grammar, vocabulary, reading comprehension, and culture. Building off of the fundamentals of Latin I and using it as a stable foundation, Latin II focuses on more complex grammar concepts and syntax structures. The cultural components concentrate on imperial Rome, centering on Roman Emperors and the events that transpired from 753 BC-192 AD.

UC/CSU Approval: “e” approved

Grade Level: 9-12

Estimated Homework Per Week: 1-2 hrs per week

Prerequisite: C or higher in Latin I.

Recommended Prerequisite Skills:
- Grammar:
  - 1st, 2nd, 3rd declension nouns
  - 2-1-2 adjectives
  - Possessive, reflexive adj and relative pronouns
  - Principle parts
  - Tenses: present, imperfect, future, perfect, pluperfect, future perfect
  - Conjugating: 1st, 2nd, 3rd person, sing. and plural
  - Indicative and imperative moods
- Vocabulary topics
  - Family, friends, home/houses, time, greetings, animals, occupations, basic action words, food, buildings/furniture
- Reading/translating: Students should be able to read and translate basic Latin 1 readings and deconstruct Latin 1 level syntax and sentence structure.
  - Trans. “Well! We are all healthy. And business is good today. Many people want food and drink. Are you hungry? Are you thirsty? Do you want food or a drink?”
Course Grading Scale:
- Classwork/Homework: 30%
- Quizzes: 20%
- Projects: 15%
- Mid Semester Exam: 15%
- Semester Final: 20%

Course Content

In *Latin II*, students will continue to acquire the following skills and knowledge:

**Fall Semester**
- Unit 1: 4th and 5th declension
  - Passive voice verbs
  - Deponent verbs
  - Ablative absolutes
- Unit 2: Indirect statement/discourse
  - Perfect passive and future active participles
  - Ex: Perfect passive participle declined

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative:</td>
<td>amatus</td>
</tr>
<tr>
<td>Genitive:</td>
<td>amatī</td>
</tr>
<tr>
<td>Dative:</td>
<td>amatō</td>
</tr>
<tr>
<td>Accusative:</td>
<td>amatum</td>
</tr>
<tr>
<td>Ablative:</td>
<td>amatō</td>
</tr>
<tr>
<td>Vocative:</td>
<td>amate</td>
</tr>
</tbody>
</table>

**Spring Semester**
- Unit 3: Subjunctive mood
  - Gerund/gerundives
  - Ex: sum conjugated in the present, active, subjunctive

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st.</td>
<td>sim</td>
</tr>
<tr>
<td>2nd.</td>
<td>sis</td>
</tr>
<tr>
<td>3rd.</td>
<td>sit</td>
</tr>
</tbody>
</table>

- Unit 4: Ut clauses: purpose and result
  - Cum clauses: indicative and subjunctive
  - Fear/hindering clauses
  - Indirect commands/questions

Readings (and related vocabulary)
Theater (unit 1)
Hercules labors (unit 2)
Gladiatorial games (unit 1-2)
Medicine (unit 3-4)
Food (unit 3-4)

Ex: reading from Ch. 28
“Talibus dictīs, Herculēs ad Vulcānum sē contulit, et auxilium ab eō petīvit. Vulcānus (quī ā fabrīs maximē colēbātur) crepundia quae ā deō ipsō ex aere fabricāta erant Herculī dedit.”

“With such things being said, Hercules took himself to Vulcan, and sought help from him. Vulcan (who was greatly worshipped by craftsmen) gave to Hercules rattles, which had been made by the god himself out of metal.”

The LATIN II course continues its emphasis on translating, reading comprehension, vocabulary development, and a heavy focus on grammar and syntax. Latin II applies the fundamentals of Latin I sentence structures and the case system while building on more complex syntax such as subordinate clauses and indirect statements into the reading. Students who come to class prepared to learn, ask questions, participate, and have a positive attitude show the most promise in having a positive experience learning a new language.

**Workload Expectations:**

- Students will be expected to spend an average of approximately 1-2 hours outside of class on homework a week. Most homework will only be assigned if in-class assignment is not completed in class.
- LATIN II maintains a pace of approximately 1 chapter a week. Each semester will cover 5 chapters, 8 grammar/translating quizzes, 8 vocabulary quizzes, 1 midterm, and 1 final.
- Willingness to read and practice in order to learn a new (well very, very, very old) language.
- Practice grammar concepts
- Prepare flashcards to aid in acquiring new vocabulary
- Participate in group activities
Course Title: Latin 3

Course #: 1345-1346

Course Description:
Latin 3 is an upper-level language course, transitioning from textbook Latin to authentic Roman literature and should be attempted only after two years of Latin has been taken. Students will utilize their background in basic and complex Latin grammar, vocabulary, and syntax to read selections from Roman authors Julius Caesar and Vergil. This course begins introductory AP material focusing on Caesar’s *De Bello Gallico* and Vergil’s *Aeneid*. Cultural components include Roman/Greek theater, the rise of the Roman Golden Age, and the Trojan War.

UC/CSU Approval: “e” approved

Grade Level: 9-12

Estimated Homework Per Week: 1-2 hrs per week

Prerequisite: Completion of Latin 2 with a C or higher

Recommended Prerequisite Skills:

Grammar
- 1st, 2nd, 3rd, 4th, and 5th declension ending
- Reflexive/demonstrative adjectives and pronouns
- Present/Perfect/Imperfect/Future/Pluperfect/Futureperfect tense endings
- Active/Passive endings
- Indicative/Imperative/Subjunctive moods
- Subordinate clauses: ablative absolutes/relative clauses/ut clauses/cum clauses
- Conditionals and Indirect Statement
- Participles and Infinitives: present/perfect/future (active and passive)

Reading and Translating
- Students are required to be able to read and translate Latin 2 reading and deconstruct Latin 2 level syntax and sentence structure.
  - Ex: reading from Ch.28
    “*Talibus dictis, Hercules ad Vulcanum se contulit, et auxilium ab eo petivit. Vulcanus (qui a fabris maxime colebatur) crependia quae a deo ipso ex aere fabricata erant Hercul dedit.*”
“With such things being said, Hercules took himself to Vulcan, and sought help from him. Vulcan (who was greatly worshipped by craftsmen) gave to Hercules rattles, which had been made by the god himself out of metal.”

Course Grade Scale:
- Homework 30%
- Quizzes: 15%
- Projects: 15%
- Unit Exams: 20%
- Final Exam: 20%

Major Assessments/Units/Topics:
In Latin III, students will be expected to apply their knowledge and skills from the last two years in reading and translating Caesar and Vergil, while also reflecting and analyzing the contents of Roman literature. By Latin III, all grammar and syntax material has been covered and the students’ main focus will be on implementing their knowledge of the language, learning new vocabulary specific to the Roman author, and continuous review on Latin 1 and 2 material.
- LATIN 3 maintains a pace of approximately 1 translation selection a week.
- Each semester contains 2 unit exams and a final.
- Students will review current and past vocabulary daily through in-class assignments and quizzes.
- Students expected to participate in group discussions, activities, and projects.

Fall Semester:
- Introduction to Caesar and De Bello Gallico
- Selections from books 1-6
- Cultural components: Roman/Greek comedy and tragedy
  ○ Authors include: Plautus, Terrance, Aristophanes, Euripides, Sophocles, Aeschylus
- Military tactics and the expansion of the Roman Empire

Translation EX: “His rebus gestis Gallia omnis pacata est. Tanta huius belli ad barbaros opinio perlata est uti ab eis nationibus quae trans Rhenum incoherent legati ad Caesarem mitterentur, qui se obsides daturos, imperata facturos esse pollicerentur. Quos legatos Caesar, quod in Italiam properabat, inita proxima aestate ad se reverti iussit.”

“After these things were carried out, all of Gaul is calm. Such a report of this war was brought to the barbarians that ambassadors were sent to Caesar, from the nations which lived across the Rhine, which were promising that they will hand over the hostages and carry out the orders. Caesar, because he was hastening to Italy, ordered the ambassadors to return to him before the next summer began.”
Spring Semester:

- Introduction to Vergil and *The Aeneid*
- Selections from book 1, 2, and 4
- Cultural component: Roman lineage/political propaganda, and the Trojan War Saga
- Introduction to Epic poetry:
  - Literary terms, writing techniques, and character analysis

Translation Ex: “Post Laocoonta ipsum auxilio subeuntem ac tela ferentem serpentes corripiunt spirisque ligant ingentibus; et iam bis medium corporis amplexi, bis collo squamea circum terga dati illum superant capite et cervicibus altis. Ille simul manibus tendit divellere nodos perfusus sanie vittas atroque veneno, et clamores simul horrendos ad sidera tollit.”

“After Laocoon himself runs to help and bearing weapons, the serpents seize him and bind him with enormous coils. And now having embraced the middle of this body twice, and twice turned their scaley backs around his neck, they overcome him with their heads and tall necks. At the same time, he stretches to tear apart the knots with his hands, soaking his garlands with blood and black venom, and he lifts his horrendous cries to the stars.”
Course Title: Spanish 1

Course #: 1311-1312

Course Description:
This course provides an introduction to the language and cultures of Spain and Latin America. Students develop basic listening, speaking, reading and writing skills necessary to communicate ideas about self, family, daily life, and basic needs. Students explore connections and cultural aspects of the Spanish-speaking world and make connections with their own culture.

UC/CSU Approval: “e” approved

Grade Level: 9-12

Estimated Homework Per Week: 1-2 hours/week

Prerequisite: none

Recommended Prerequisite Skills: none

Course Grade Scale:
Homework/Classwork/Projects: 40%
Tests/Quizzes: 40%
Final Exam: 20%

Major Assessments/Units/Topics:
Assessments:
Formal Assessments (Quizzes and Tests)
Performance-based Assessments (Oral and Written Projects)
Cumulative Assessments (Midterm/Final exam)
Classwork and Homework

Vocabulary Topics: 6 Chapters
Chapter 1
  ● Greetings and Goodbyes
  ● Identifying Yourself and Others
  ● Courtesy Expressions
  ● Nouns and Articles
  ● Numbers
• Telling Time

Chapter 2
• Classroom and School Life
• Days of the Week and Months of the Year
• Forming Questions

Chapter 3
• Family
• Professions and Occupations
• Descriptive Adjectives

Chapter 4
• Pastimes
• Sports

Chapter 5
• Places in the City
• Travel and Vacation

Chapter 6
• Clothes and Shopping
• Colors

Grammar Topics: 6 Chapters
• -Ar verbs (Chapter 1)
• -Ir, -Er verbs (Chapter 3)
• Preterite Tense (Chapter 6)
• Other Verbs such as: Ser, Estar, Conocer, Saber, and Ir
• Irregular Yo-Form Verbs (Chapter 4)
• Stem-Changing Verbs (Chapter 4)
• Present Progressive (Chapter 5)
Course Title: Spanish 2

Course #: 1313-1314

Course Description:
This course is a continuation of Spanish 1. Students continue to develop listening, speaking, reading, and writing skills necessary to communicate ideas about self, family, and daily life, as well as abstract concepts such as feelings and emotions. Students continue to explore cultural aspects of the Spanish-speaking world and make connections with their own culture.

UC/CSU Approval: “e” approved

Grade Level: 9-12

Estimated Homework Per Week: 1-2 hours

Prerequisite: Completion of Spanish 1 with a grade of “C” or higher

Course Grade Scale:
Homework/Classwork/Projects: 40%
Tests/Quizzes: 40%
Final Exam: 20%

Major Assessments/Units/Topics:
Students complete 3 unit exams per semester. There is daily homework and frequent quizzes. Long and short term projects are common in this course.

Grammar Units: 6 Chapters
- subject pronouns: Chapter preliminar
- definite and indefinite articles: Chapter preliminar
- noun, adjective agreement: Chapter preliminar
- present tense verb conjugation: Chapter preliminar
- expressions with tener: Chapter preliminar
- “ir a . . .”: Chapter preliminar
- possessive adjectives: Chapter preliminar
- Present tense, present progressive tense: Chapter preliminar
- Reflexive verbs and stem-changing verbs: Chapter 1
- Past tenses, preterite and imperfect: Chapter 4
• Demonstrative adjectives: Chapter 2
• Direct object pronouns: Chapter 2
• Double object pronouns: Chapter 2
• Comparatives and superlatives: Chapter 2
• Expressions with “estar” and “tener”: Chapter preliminar
• Commands: Chapter 5
• The present subjunctive: Chapter 6

Vocabulary Topics
• Numbers, dates, time: Chapter preliminar
• Greetings and expressions of politeness: Chapter 1
• Seasons and weather: Chapter 3
• Family, friends and home: Chapter 3
• Food and meals: Chapter 2
• Places: Chapter 6
• Body Parts: Chapter 4
• Clothing: Chapter 1
• Electronics: Chapter 5
• Chores: Chapter 6
Course Title: Spanish 3

Course #: 1315-1316

UC/CSU Approval: “e” approved

Grade Level: 9-12

Course Description: Students continue to develop listening, speaking, reading and writing skills. Students explore cultural aspects of the Spanish-speaking world and gain perspective and insight through cultural audios, videos, and readings.

Estimated Homework Per Week: 1-2 hrs

- Students must also complete at least 2 culture experiences per semester.

Prerequisite: Completion of Spanish 2 with a “C” or higher

Recommended Prerequisite Skills:
- Grammar
  - Knowledge and communicative use of the following tenses: present, preterite, future, imperfect and commands
  - Use of articles, adjectives, demonstratives and possessive pronouns, double object pronouns
  - Students will be able to formulate correct and meaningful sentences in the affirmative, negative and interrogative forms
- Vocabulary Topics (these are only some examples)
  - The house • The city
  - The family • School settings
  - Clothing • Colors, days of the week, months and numbers (including telling time)
- Oral Skills: Students will be able to understand and communicate in basic sentences and be able to make requests, express desires, make comparisons, express emotions, give commands and describe actions in the present, past and future tenses
- Writing Skills: Students need to be able to write short expository paragraphs
- Reading Skills: Students will be able to understand simple two and three paragraph expository texts and be able to answer content based comprehension questions

EXAMPLES Questions students should be able to answer when entering Spanish III.
- Preterit and imperfect tense (regular & irregular verbs). Conjugate estudiar, ir, estar and escribir in the preterite and imperfect tenses:
Yo    Nosotros
Tu    Vosotros

- Write a paragraph about your summer in the past tense. Explain where you went, what you did. Include: adjectives, possessive adjectives, transition words, and expressions of emotions.
- Places in the community - have vocabulary to be able to discuss
  - La tienda
  - el barrio
  - el centro comercial
- Oral Communication:
  - Speak about extracurricular activities in the present tense.
  - Discuss activities that you did in the past.
  - Discuss activities that you will do in the future.

Course Grade Categories:
- Homework/Classwork/Projects: 40%
- Tests/Quizzes: 40%
- Semester or Final Exam: 20%

Major Assessments/Units/Topics:
- Various assessments include speaking, listening, reading and writing related to each unit. Tests include composition along with a variety of question types including true/false, multiple choice, and short answer.

Nature & Environment
  ➔ Contextos
    Recycling and conservation
  ➔ Fotonovela
    Aventuras en la naturaleza and orthography and pronunciation
  ➔ Cultura
    Los Andes se mueven y La Sierra Nevada de Santa Marta
  ➔ Estructura
    The Subjunctive with verbs of emotion, the subjunctive with verbs of doubt disbelief and denial, The subjunctive with conjunction

City Life
  ➔ Contextos
    City life, daily chores, money and banking, at a post office
  ➔ Fotonovela
    Corriendo por la ciudad, orthography and pronunciation
  ➔ Cultura
    Paseando por el metro and Luis Barragan: architecture and emotion
→ Estructura
   The subjunctive in adjective clauses, Nosotros/as commands, Past participles
   As adjectives

Health and wellbeing
→ Contexto
   Health and wellbeing, exercise and physical activity, nutrition
→ Fotonovela
   Chichen Itza, orthography and pronunciation
→ Cultura
   Spas and nature, la quinua
→ Escritura
   The present perfect, the past perfect, the present perfect subjunctive

Professions and occupations
→ Contexto
   Professions and occupations, the workplace, job interviews
→ Fotonovela
   La entrevista de trabajo and orthography and pronunciation
→ Cultura
   Employee benefits, Cesar Chavez
→ Estructura
   The future tense, the future perfect, the past perfect subjunctive

The Arts
→ Contexto
   The arts, movies, television
→ Fotonovela
   A surprise for Maru, orthography and pronunciation
→ Cultura
   Museum of Contemporary Art in Caracas, Fernando Botero: A unique style
→ Estructura
   The conditional, the conditional perfect, the past perfect subjunctive

The News
→ Contexto
   Current events and politics, the media, natural disaster
→ Fotonovela
   Hasta pronto, Marissa, orthography and pronunciation
→ Cultura
   Protestas sociales, Dos líderes en Latinoamérica
→ Estructura
   Si clauses, summary of the uses of the subjunctive
Course Title: Spanish 3 Honors

Course #: 1383-1384

UC/CSU Approval: “e” approved
*Local honors weight only, not UC/CSU approved as an honors course

Grade Level: 9-12

Course Description:
Students continue to develop listening, speaking, reading and writing skills. Students explore cultural aspects of the Spanish-speaking world and gain perspective and insight through cultural audios, videos and readings.

Estimated Homework Per Week: 1.5 - 2 hrs. per week

Prerequisite: Completion of Spanish 2 with C or higher and teacher recommendation

Recommended Prerequisite Skills:
The entering student should have produced written and spoken Spanish in paragraphs assessed at an A or B level in Spanish 2.

Course Grade Categories:
- Homework/Classwork/Projects: 40%
- Tests/Quizzes: 40%
- Final 20%

Major Assessments/Units/Topics:
Various assessments include speaking, listening, reading and writing related to each unit. Tests include composition along with a variety of question types including true/false, multiple choice, and short answer.

1. Las relaciones personales
- Present Tense
- Ser & Estar
- Progressives
- Lectura: Sonia Sotomayor
- Lectura: Parejas sin fronteras
- Lectura: Isabel Allende y Willie Gordon
- Flash cultura: Las relaciones personales
2. Las diversiones
- Object Pronouns
- Gustar & similar verbs
- Reflexive verbs
- Lectura: El toreo: ¿Cultura o tortura?
- Lectura: El nuevo cine mexicano
- Lectura: Gael García Bernal
- Flash cultura: El cine mexicano
- Cinemateca: Espíritu deportivo

3. La vida diaria
- Preterite
- Imperfect
- Preterite vs. Imperfect
- Lectura: El arte de la vida diaria, Diego Velázquez; La Familia Real
- Lectura: Letizia Ortiz
- Flash cultura: De compras por Barcelona
- Cinemateca: Adiós mamá

4. La salud y el bienestar
- Subjunctive in noun clauses
- Commands
- Lectura: La ciencia: la nueva arma; De abuelos y chamanes; La ciclovía de Bogotá
- Flash cultura: Las farmacias
- Cinemateca: Éramos poco

5. Los viajes
- Comparatives & Superlatives
- Negative, Affirmative & Indefinite Expressions
- Subjunctive in adjective clauses
- Lectura: La ruta maya; La Ruta del Café; El canal de Panamá
- Flash cultura: Viajar y gozar
- Cinemateca: El anillo

6. La naturaleza
- Future
- Subjunctive in adverbial clauses
- Prepositions a, hacia, con
- Lectura: La conservación de Vieques
- Lectura: Los bosques del mar
- Lectura: Parque Nacional Submarino
- Flash cultura: Un bosque tropical
- Cinemateca: El día menos pensado
7. La tecnología y la ciencia
- Present Perfect
- Past Perfect
- Diminutives & Augmentatives
- Lectura: Hernán Casciari
- Lectura: Ese bobo del móvil
- Lectura: Argentina: Tierra de innovadores
- Flash cultura: Inventos argentinos
- Cinemateca: Happy cool

8. La economía y el trabajo
- Conditional
- Past Subjunctive
- Sí clauses with simple tenses
- Lectura: Carolina Herrera
- Lectura: José Antonio Abreu
- Lectura: Las telenovelas
- Flash cultura: Las alpacas
- Cinemateca: Clown

9. La cultura popular y los medios de comunicación
- Present Perfect Subjunctive
- Relative pronouns
- The neuter lo
- Lectura: Guaraní, la lengua vencedora
- Lectura: El mate
- Lectura: Las murgas y el candombe
- Flash cultura: Lo mejor de Argentina
- Cinemateca: Sintonía

10. La literatura y el arte
- Future Perfect
- Conditional Perfect
- Past Perf. Subjunctive
- Lectura: De Macondo a McOndo
- Lectura: Las casas de Neruda
- Lectura: Neruda en la pintura
- Flash cultura: Arquitectura modernista; Antonio Gaudí
- Cinemateca: Las viandas